



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY274596

DfES Number: 517024

INSPECTION DETAILS

Inspection Date 25/02/2005
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tilehouse Street Pre-School
Setting Address Tilehouse Street Baptist Church
Upper Tilehouse Street
Hitchin
Hertfordshire
SG5 2EE

REGISTERED PROVIDER DETAILS

Name The Committee of Tilehouse Street Baptist Church

ORGANISATION DETAILS

Name Tilehouse Street Baptist Church
Address Charlecote
Lucas Lane
Hitchin
Hertfordshire
SG5 2HS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tilehouse Street Pre-School opened in 1968 and registered as a committee run group in 2003. It operates from a room within a church hall situated in Hitchin and serves the local area.

There are currently 42 children from two to five years on roll. This includes six funded 3 year olds and two funded 4 year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and no funded children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00. A lunch club operates on Wednesdays from 12:00 to 13:00

Nine part-time staff work with the children plus three emergency cover. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised higher early years qualification and another has an early years teaching certificate. Newly employed staff are undertaking an introductory training course. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP), and has participated in the Herts Quality Standards and the Pre-School Learning Alliance quality assurance schemes.

How good is the Day Care?

Tilehouse Street Pre-School provides good quality care for children.

The pre-school provides a safe, orderly and stimulating environment where the children move confidently. The provision is suitably organised, and effective use is made of the space. Staff create a supportive environment. They are conscientious, use their time to the benefit of the children, and are suitably deployed.

The carefully planned routine generally supports the children's learning. There are valuable opportunities for tasting various fruits and breads, and discussing healthy

diets. However, the routine at snack time does not always encourage the children to relate to each other.

The staff know the children well through the key worker scheme, and a range of appropriate settling -in procedures. They build warm meaningful relationships with the children who appear happy and well behaved.

The church committee is effective in supporting the pre-school. Staff are suitably qualified, and wish to increase their knowledge of child care and education issues to continue to develop good practice. However, increased attention may be paid to infection control measures.

Staff ensure children are included and their family situations are respected. There are strong partnerships and trusting relationships with the parents. Contributions of time and resources are valued, including participation in the parental rota. There is an information leaflet on the duties of the parent helper but some details on the responsibilities may be enlarged.

What has improved since the last inspection?

n/a

What is being done well?

- Staff manage the children's behaviour well and have high expectations of the children's achievements. Children have many opportunities to share, take turns and negotiate differences. The staff are skilful role models using appropriate praise and encouraging good manners. This ensures the children are well supported, confident and secure.
- The church runs the pre-school management committee and members support the staff and parents in providing a useful community resource. They implement policies and procedures that are individual to the pre-school and have a positive impact on the children including the robust child protection policy.
- Staff successfully assess the nursery's strengths and weaknesses. Participation in quality assurance schemes are used to make improvements to child care and education practice.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis through the key worker scheme. Parents are provided with clear information including regular newsletters and information on the current theme. Staff are sensitive to the needs of parents when working with other professionals.

What needs to be improved?

- organisation of snack time to encourage children to relate to each other and the staff as a social occasion

- current hand washing measures and information on the toileting procedure for parent helpers.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Review current hand washing measures and information on the toileting procedure for parent helpers.
8	Organise snack time as a social occasion to encourage children to relate well with each other and the staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Tilehouse Street Pre-School is good. Children are making very good progress in personal social and emotional development and generally good progress in the other five areas of learning.

The quality of teaching is generally good. Staff are developing a clear understanding of the Foundation Stage and use this knowledge to plan a broad, balanced and purposeful curriculum with a wide range of interesting activities. They make balanced use of time and resources, working directly with the children. Staff provide an inviting environment, effectively supporting children through the keyworker scheme. They regularly observe the children with their progress recorded and this information informs the future planning of activities. Children are given sufficient opportunities to revisit their learning

Planning is undertaken by the team. Staff take turns in evaluating the session which are beginning to be linked to the stepping stones this ensures learning outcomes are met. They have yet to develop useful strategies to extend the activities for the older more able children

There are no funded children with special educational needs or English as an additional language but there are suitable strategies to support any future children.

Leadership and management are generally good. The committee and manager are committed to staff training and professional development. The information from informal discussions, staff meetings, appraisals and quality assurance schemes are used to monitor and improve the quality of care and education.

The partnership with parents is generally good. A welcoming and enthusiastic relationship has been established with parents. Written information on the Foundation Stage is given in the welcome brochure and displayed in the hallway. Staff obtain information from the parents before a child starts including information on home languages.

What is being done well?

- Staff interact with and extend the children's role play providing an interesting range of suitable props based on the children's own first hand experiences. The children made the long cardboard tubes into hoses on the fire engine and involved the staff as patients in the hospital.
- Staff plan a curriculum to promote inclusion for all children. The children have good opportunities to explore their environment including other cultures and to develop their imagination and creativity. Time is sufficient for children to concentrate on their own play and to revisit previous activities.

What needs to be improved?

- Learning opportunities to extend the challenge for the older or more able children

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. The group have become a committee run and the staff have mainly changed. Staff have instituted curriculum planning meetings to develop planned and purposeful activities. They have links with a qualified teacher, undertaken some training and are revising the recording system to fit more accurately within the stepping stones.

There is a special needs coordinator in post and she works closely with a child's key worker to ensure the next step in a child's learning is identified and plans are made to encourage progress. Training needs are well evaluated.

Children are supported in a wide range of worthwhile mathematical play activities, they count the children, use positional language and discuss size within the routine of the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff and have formed good relationships with their peers. Children behave well, have an understanding of right and wrong and have a confident approach to new experiences. They cooperate with each other, share and take turns when working in a group and persist for an extended time in carrying out activities. Children talk about their families and celebrate their birthdays, developing a sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, adults and in groups. They handle books carefully in the well-stocked, comfortable book area and know that print carries meaning. Children enjoy stories, join in and retell their favourites. They have opportunities to recognise, but have few chances to write their names. Children attempt writing for different purposes, they can hold a pencil effectively, use lists and take messages in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in counting in their play; they count groups of children and on their fingers. They recognise various shapes during circle time with boxes and templates. They are using positional language and sizes in stories and creating pathways in their play with the train set. Children have some chances to see number but do not see their full use as labels. They are beginning to do simple calculations, patterns and sequencing activities with a wide range of table top toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children spend time enjoying the purposeful use of construction sets and large cupboard boxes, extending their knowledge of space, height and to build complex models. Children explore the world they live whilst celebrating various festivals including working together to react the dragon dance for Chinese New Year, they sang for the elderly at Christmas and enjoyed tasting pancakes and lemon on Pancake Day. There are a few chances for the children to play with a computer and story tapes.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely with pleasure and confidence, develop control over their bodies and have sufficient exercise. They have chances to practice running, jumping peddling tricycles or to use a climbing frame during periods in the hall They move rhythmically during music and movement. This is well supported with effective interaction from the staff. They use small -scale tools and equipment safely and with increasing control. Staff occasionally stress the effects of activity on the body.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children show curiosity and observe changes through manipulating a range of appropriate materials including dough, clay, fabrics, paint and glue. They build a repertoire of number and rhyming songs and move to music during a music and movement session. Children have interesting and varied role play areas and dressing up allowing them to communicate their ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Extend the learning opportunities to challenge the older or more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.