



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 650005

DfES Number: 521545

INSPECTION DETAILS

Inspection Date 20/01/2005
Inspector Name Julie Ann Birkett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Johns Forest Glade Preschool
Setting Address Forest Glade
Langdon Hills
Basildon
Essex
SS16 6RX

REGISTERED PROVIDER DETAILS

Name Langdon Hills Parochial Church Council 249505

ORGANISATION DETAILS

Name Langdon Hills Parochial Church Council
Address Forest Glade
Langdon Hills
Basildon
Essex
SS16 6RX

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

St. John's Forest Glade Pre-school opened in 1991 and is owned and governed by Langdon Hills Parish Church Council. The pre-school operates from four rooms in the church premises. It is situated in the centre of Great Berry.

A maximum of 45 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and from 12:30 to 15:00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 126 children from 2 to 5 years on roll. Of these 80 receive funding for nursery education. Children generally come from the local catchment area. The pre-school currently supports a small number of children who have special educational needs and children who speak English as an additional language.

The pre-school employs 21 permanent staff and 4 cover staff. Seventeen of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

How good is the Day Care?

St. John's Forest Glade Pre-school provides satisfactory daycare.

There is a strong, consistent team of staff and children settle very quickly and are secure and happy. Staff have to clear away daily and have limited allocated space to display children's artwork. Space is generally used well. The organisation of some group times does not use available staff and space very effectively resulting in some children becoming disinterested or having to sit for long periods of time. The pre-school have built up a large range of toys, resources and materials. Documentation is in good order.

The premises are secure and there is a risk assessment in place to help prevent accidents. The daily check list does not include electric socket safety and as a

consequence some are not made safe after use, for example when using the tape player. Policies and procedures when children are ill, have accidents, have special dietary requirements or allergies are appropriate and records are maintained. Systems are in place to support children who have special needs.

Staff plan and provide a programme of activities over each of the terms. The daily range of activities and experiences available to the children is not always balanced across all areas of their development. Children have limited access to any additional equipment to give them further choice and supporting materials in their own play and learning. Staff know the children well and react spontaneously to children's ideas and conversations. Staff are interested in what the children say and do and as a consequence children are confident. The children build good relationships with staff and each other and all work together in good humour.

Partnership with parents is good. There is a comprehensive parent information pack. Parents are regularly updated through newsletters and the notice board. Daily communication between staff and parents is open and friendly.

What has improved since the last inspection?

At the last inspection the preschool were asked to ensure that all adults having unsupervised access to children had the relevant checks; to implement an action plan to show that the person in charge has the appropriate level three qualification and how at least half the staff hold a level two qualification; to ensure that there is one toilet and wash hand basin for every ten children and to compile and implement a clear policy regarding the administration of any medication.

Since the last inspection checks have been undertaken for all staff. The person in charge has confirmed the date of her qualification was after 1995 and is therefore a current level three qualification. Changes to staff and recent training has ensured that almost all staff hold a minimum of a level two, which is above the 50% requirement of the National Standards. Further toilet areas have been opened up so that there is one toilet and wash hand basin for every 10 children attending. There is a policy and system in place regarding the administration of medication and the recording of any such treatment.

What is being done well?

- Staff are warm, welcoming and caring. They develop good relationships with the children and children settle into pre-school life quickly and are secure and happy.
- There is limited space to display children's artwork but staff take time to display daily work on the walls before having to take it down at the end of the sessions. This effort shows that children's work is valued by the adults and develops the children's self esteem and pride in their achievements.
- The parents prospectus is comprehensive and contains all the pre-school's policies and procedures so that parents can access these at home.

What needs to be improved?

- safety of electrical sockets
- the range of activities available each day
- provision of additional resources which children can access themselves
- organisation of group times.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
6	make sure that electrical sockets are made safe	28/01/2005

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

Std	Recommendation
2	Review the organisation of the structured group times to ensure that the needs of the wide range of age and abilities of the children are more effectively met and their interest maintained.
3	Provide a broader range of activities and experiences each day to ensure that children have regular opportunities to consolidate their play and learning across all areas of their development.
3	Provide opportunities for children to access a further range of toys and resources for themselves to support their own play and learning.

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

How effective is the nursery education?

The provision for pre-school education at St. John's Forest Glade Pre-school is good overall. Children are making very good progress towards the early learning goals in Personal, Social and Emotional development, generally good progress in four of the other areas but there are some significant weaknesses in Knowledge and Understanding of the World.

The quality of teaching is generally good. Key staff have a good understanding of the Foundation Stage of learning. The planned curriculum is generally effective, but does not always show how the less able children will be supported or how the more able will be challenged to ensure that the needs of all the children are met. This, and some staff's more basic knowledge of the stepping stones of learning results in limited challenge for children in some areas. All staff are actively involved with the children throughout the sessions. Staff are interested in what the children say and do and encourage conversation with the children. Staff make regular observations and record the children's progress.

Leadership and management is generally good. The pre-school manager has implemented many new systems and continues to evaluate the pre-school practice. Staff have regular meetings and discuss pre-school issues daily. Some staff have attended training which includes the Foundation Stage of learning and all staff are developing their knowledge through daily use. The staff are a strong team and complement each others strengths.

The partnership with parents is very good. Home and setting links are formed initially by parents completing an information sheet about their child before they start. The prospectus and displays inform parents about the Foundation Stage of learning. Newsletters include the next planned learning intentions so that parents can support children at home. Parents contribute to the children's assessment records and workbooks go home for parents comments.

What is being done well?

- The programme for personal, social and emotional development is very good. Staff have a good understanding that these skills underpin other areas of learning and use both planned and spontaneous opportunities to promote these.
- Staff use everyday, practical opportunities to encourage the children's counting skills. Children count reliably as they play.
- Staff develop the children's language skills effectively through everyday conversation. Children talk confidently about past, present and future events both real and imagined.

- Staff provide meaningful opportunities for parents to contribute to the children's learning in the pre-school. Newsletters inform parents about the next topics so that they can support children at home and to enable them to send in things from home for 'show and tell' sessions. Workbooks are sent home regularly for parents to carry on learning themes at home and where they can write down comments on their child's progress

What needs to be improved?

- curriculum planning
- staff knowledge of the Foundation Stage.

What has improved since the last inspection?

There was one key issue identified at the previous education inspection. This was to extend the already good partnership with parents and carers by providing more opportunities for parents to access and contribute to the children's records of progress and achievement.

Very good progress has been made in addressing this key issue. Staff have developed a system where children's records are made available for parents regularly. Parents are able to contribute to these. A work book system is also available for parents to support children's learning at home, this also provides parents with an opportunity to comment on their children's progress. These improvements have allowed staff and parents to share information about children's attainment so that all are working together to help the children continue to make progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They concentrate well and take pride in finishing a task for example a spoon puppet or puzzle. They share and take turns and play amicably together. They show good independence skills when taking responsibility for tidying up and managing their coats. They are aware of their own needs and feelings and show concern towards others. Children learn about the wider world through many activities and experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and enthusiastic speakers and express their ideas as they play, talking about real and imagined experiences. They listen to stories and respond with enjoyment. They are able to reflect on and recall stories and suggest endings. They learn letter sounds and to recognise their own names. Children are encouraged to write and form letters correctly as they write their names on their own work or when using worksheets.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children reliably count one another, how many cars they have or how many squares they have found on a page. They learn to recognise and name numerals, particularly those of personal significance like their ages or door number. Children match and name shapes when shape printing or colouring. They compare size and order when making play dough snakes. Children begin to understand simple addition and subtraction when they sing number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children use tools well as they cut, shape, fold and join paper and play dough. Children comment on change when they talk about the weather and growing up. They explore and investigate natural and man made objects for example when using the magnetic wooden train set, although these experiences are not very varied or regular. They design and build constructions when equipment is available. They have limited access to technology equipment. They learn about the wider world through planned topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children learn about healthy eating and exercise through everyday and planned experiences. They develop a sense of space when they choose somewhere to sit on the carpet. They jump and stretch when chasing bubbles. They have planned opportunities to use a range of equipment to develop their larger physical skills for example balance beams and slide. They demonstrate good hand eye coordination when using a range of tools and equipment such as paintbrushes, scissors and pencils.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children join in with singing and remember a range of songs and rhymes. They use have opportunities to use instruments, listen and move to music. They show good imaginative skills as they play with the garage and in the home corner. They use their senses when food tasting, cooking and using textured materials and fabrics. They explore colour, shape and form when they draw, paint and make collages and models.

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

- develop the curriculum planning to show how less able children will be supported and more able children challenged to ensure that the children continue to make progress across all the areas of learning
- continue to develop all staff's knowledge of the Foundation Stage so that the planned curriculum can be delivered more effectively and spontaneous opportunities used to full advantage to promote the children's progress against the stepping stones of learning.

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.