



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117182

DfES Number: 523947

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crownhill Royal Naval Pre-School
Setting Address Crownhill Royal Naval Pre-School
Crownhill Fort Road
Plymouth
Devon
PL6 5BX

REGISTERED PROVIDER DETAILS

Name Royal Naval Pre School Learning Organisation 1040329

ORGANISATION DETAILS

Name Royal Naval Pre School Learning Organisation
Address Naval Area Community Office, Crownhill Fort Road
Plymouth
Devon
PL6 5BX

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

Crownhill Royal Navy Pre-School operates from a purpose-built building in a residential area approximately two miles from Plymouth city centre. There is a secure area for outside play. The pre-school serves the local area with children coming from both forces and local families.

The pre-school opens five days a week, during school term times. Sessions for three- to five-year-olds take place from Monday to Friday from 09.15 to 12.00. Afternoon sessions for two-year-olds can be held when sufficient interest is expressed. There are currently 15 children on roll, including 13 funded three-year-olds. Children with special educational needs or English as an additional language can be supported.

The setting has three members of staff, who all hold an NVQ 3. The group is managed by the Royal Naval Under Fives Co-ordinator. They receive the support of the Early Years Development and Childcare Partnership, and are a member of the Pre-School Learning Alliance. They are also currently undertaking the Plymouth Standard Quality Assurance scheme, which they are due to complete mid 2005.

How good is the Day Care?

Crownhill Royal Naval Pre-school provides good quality care for children.

The skilled and experienced supervisor leads an enthusiastic team. They are well organised, and make very good use of time, space and resources to provide a stimulating environment that promotes positive outcomes for children. Documentation and record keeping systems are comprehensive and in good order.

Children are safe and secure in a setting where staff are vigilant about minimising risk. They promote hygiene well, and keep appropriate medical record documentation. Although snack does not yet include healthy alternatives, children do access drinks very regularly. Staff are also clear about their child protections

responsibilities.

Children enjoy an interesting a varied range of activities each day, and are well supported by a staff team who recognise the importance of building relationships with children. As a result, children's individual needs are well known to staff, and support for special educational needs is skilled and proactive.

The team maintain good ongoing relationships with parents, and although parents are not fully informed of all policies, overall, they receive appropriate levels of information about the group and their child's progress.

What has improved since the last inspection?

At the last inspection the group were asked to record children's dietary needs in full, to ensure the complaints procedure included Ofsted's details, and to ensure the child protection procedure adhered to latest guidance. All of these requests have been met in full, increasing children's access to a safe and secure environment.

What is being done well?

- The staff team are particularly well qualified and experienced, and enjoy good access to further ongoing training.
- Staff are skilled at building relationships with children, and using their frequent conversations with them to promote further learning.
- There are good procedures in place to ensure fire safety.
- Staff know children's individual needs very well, and can thus tailor the learning environment to closely match their level of attainment.
- Support for children with special educational needs is effective and leads to positive outcomes.
- Children's behaviour is well managed, and adults are effective role models.

What needs to be improved?

- the degree to which healthy alternatives are offered at snack times
- the availability of the child protection procedure to parents.

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
8	Ensure children access healthy alternatives at snack times.
13	Ensure the child protection policy is fully available to parents.

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

How effective is the nursery education?

Crownhill Royal Naval Pre-school provides high quality nursery education, with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Adults are well qualified, and have a secure knowledge of the Foundation Stage curriculum. This knowledge is used to produce effective plans; in particular, they have quickly adapted their planning to better meet the needs of their newest intake of younger children. Adults use the substantial amount of time they dedicate to working directly with children to great effect, as all their interactions with children are focussed in developing understanding and skills. They know children's individual abilities very well through the use of sensible assessment tools, and are well able to support children with special educational needs. They manage children's behaviour very well, encouraging children towards independence skilfully.

The leadership and management of the group is very good. The supervisor works closely with the Royal Naval Under Fives Co-ordinator to effectively monitor the quality of provision. Children's independent use of books and role play areas requires further evaluation, but, taken overall, the team is itself, well able to monitor its own strengths and weaknesses and act promptly.

The partnership with parents is very good. The team have explored a variety of ways to improve the levels of information parents receive about the group and their child's progress, and have succeeded in creating a successful strategy that keeps parents up to date. They also provide parents with meaningful ways in which to contribute to their child's learning.

What is being done well?

- Staff deploy themselves very well; they use their time with children to foster enthusiasm, give meaningful praise, and use good teaching strategies to extend children's understanding and skills.
- Children's conversational skills are developing particularly well as a result of thoughtful planning and teaching in communication, language and literacy.
- Effective teaching strategies in the area of mathematical development are helping children to develop a good understanding of shape, size, position and measure.
- Staff are able to enter into children's worlds when they are playing, further encouraging children to use their imaginations.
- The cohesive team are enthusiastic about improving their provision, and

about involving parents further in their child's education.

What needs to be improved?

- the attractiveness of book and role play areas to further encourage children's use of them during free play.

What has improved since the last inspection?

The improvement since the last inspection is very good.

At the last inspection the group were asked to improve their partnership with parents, in relation to the levels of information parents received; to monitor plans to ensure the curriculum received balanced coverage; and improve assessment systems to monitor children's progress towards the early learning goals more closely.

Parents now receive substantial amounts of information about their child's progress, thus increasing parents' opportunities to be involved in their child's learning. Planning is now well monitored and as a result is balanced, increasing children's access to the whole curriculum. Finally, assessment systems are now comprehensive but straightforward, allowing staff to collect sensible amounts of information about children's progress which is then used effectively to plan the next steps for children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly and sustain their interest in activities for significant periods of time. They are confident to ask for help, and proud of their own achievements. They play co-operatively when using sand or small world toys, for example, and are very willing to help with tasks such as tidying up. Their independence and ability to care for themselves is growing quickly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use conversation extensively during play, and have fast growing vocabularies. They are learning to listen, and enjoy story time, giving their full attention. Though they do not make the fullest use of the book corner, children are able to read their own names and play in a print rich environment. They are also making appropriate progress in using writing materials, with many already beginning to form the letters of their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy many opportunities to learn about numbers and counting, and many can count to five accurately, as well as recognising printed numbers. They are also beginning to solve simple maths problems, grasping concepts such as 'one missing' readily. They are particularly skilled at describing shape, size and position, and can talk about buckets and jugs being full or empty confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show high levels of interest in how and why things happen, and will experiment in their play for extended periods. They regularly use their design and making skills, as well as making good use of information technology. They also enjoy well planned activities that encourage their understanding of time and place, and show real curiosity about the world around them, discussing the globe, for example, at length.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy physical activities, in particular, showing genuine excitement when participating in music and movement sessions. They already have a strong awareness of what happens to their bodies when they exercise, and can use space safely and confidently. Children also make very good use of equipment and tools such as paint brushes, scissors, rolling pins and the computer mouse, and as such, their fine motor skills are well developed.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are well able to respond to their exploration of media and materials as a result of adults' skilful teaching in this area. They enjoy singing and music, and show familiarity with a range of songs. Though they do not readily use the role play area, children do employ their imaginations extensively in their play when using construction or small world toys. Children are also increasingly able to make choices and describe their experiences.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following;
- Increase the attractiveness of the book and role play areas to ensure children make full use of them during free play.

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.