



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141780

DfES Number:

INSPECTION DETAILS

Inspection Date 12/06/2003
Inspector Name Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Small Wonders
Setting Address Crownhill Meeting Place
Lennon Drive, Crownhill
Milton Keynes
Buckinghamshire
MK8 0AS

REGISTERED PROVIDER DETAILS

Name The Committee of Small Wonders

ORGANISATION DETAILS

Name Small Wonders
Address C/o Clare Colthorpe
Lennon Drive, Crownhill
Milton Keynes
Buckinghamshire
MK8 0AS

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

Small Wonders Pre-School is a community group managed by a committee of volunteers as a charity. All of the staff team are paid.

The Pre-School runs in the community hall, that is owned by the council. They have use of the large hall, kitchen and toilets they also have a large storage cupboard and shed in the enclosed garden to store all their equipment.

The group is open each weekday morning between 09:30 and 12.00, it is registered to accept 30 children of whom eight can be under three years of age. At present there are 38 on the register, of these 19 children receive funding. They support children with special needs.

Five full time members of staff work with the children. Four of the staff have appropriate early years qualifications to NVQ level 2 or 3. One member of staff is working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Small Wonders Pre-School provides good quality childcare for the children. The play leader and majority of the staff have relevant qualifications and experience. The clear operational plan ensures all know their duties and responsibilities. The keyworker system is effective and enables staff to have close contact with children and parents. The large hall is attractive and welcoming, with displays of the children's work and colourful posters. The control of the temperature in the building is unpredictable. The group benefit from some donations of large pieces of equipment which are used well and with enthusiasm. The children are able to move around freely and to make their own choices.

The policies and procedures for safety of the children are clear and maintained.

Some documentation lack current information. Most health issues are addressed effectively. Equal opportunities is practiced throughout all aspects of care, children with special needs are integrated positively and are supported effectively. The snack bar is enjoyed by all the children, giving them opportunities to make choices and gain new skills.

The staff treat children with respect by listening and talking with them, much praise and encouragement is used. The wide range of challenging activities, in which the children are interested, promotes their learning. The children's individual plans are informed by the observations made by the staff. The children are encouraged to behave well with clear guidance and positive role models. The children's behaviour is good.

The committee manage the group well and provide a formal structure for all areas. They acknowledge that parents are the primary educators and inform and involve them when opportunities arise.

What has improved since the last inspection?

This section is not applicable as the last visit was a transitional inspection.

What is being done well?

- The care of the children is good; they are well-settled and becoming confident and independent. They enjoy their sessions in the group and have made good relationships with their peers and the staff. The staff pay attention to children and react to their needs. (Standard 3)
- The staff provides a wide variety of activities that are presented attractively, this aid the children in their learning. Children are also able to have free access to some activities so that they are able to make own choices, use their initiative and imagination. (Standard 5)
- Snack time works very well. The children choose when they wish to take part and who with. They are able to choose their own drinks and pour them, they also help to prepare their own snacks. They are gaining confidence in own skills, independence and the ability to make choices. (Standard 8)
- Staff work effectively as a team and provide good role models for the children. They are consistent in their approach. The children's behaviour is good, they know and understand the few basic rules and are learning the difference between right and wrong and self-control. (Standard 11)
- The committee's management is sound. They are committed to supporting the staff and providing training when appropriate. They keep the parents informed and to involve them when ever possible. (Standard 2)

What needs to be improved?

- the safety of children on hot days as children able to play outside with no

shade or protection;

- records in the accident book, the child's first name and surname need to be recorded;
- the temperature of the rooms needs to be monitored as the children may become too hot;
- complaints procedure needs to be updated;
- child protection policy needs to show that OFSTED must be notified of any relevant incidents.

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	ensure written records of accidents have all the correct details .
7	ensure the health and safety of children when outside in hot weather.

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

How effective is the nursery education?

Small Wonders pre-school offers generally good quality pre-school education. Children make good progress towards the early learning goals.

Teaching is generally good. The staff team have a sound knowledge of the foundation stages and ensure children are working towards the early learning goals. This is achieved through clear planning and use of individual assessments. The good range of equipment is used imaginatively to support the children's learning. Explanation of the theme is not always clear and the children are unsure how it fits into their world. Children are eager and willing to learn. The keyworker system works well, encouraging one to one contact between adults and children. Children are becoming independent and behave well in response to staff's high expectations.

Personal, social and emotional development is a particular strength. The children enjoy learning and are making good progress in all areas. They are encouraged to express their thoughts verbally and are making good progress in recognising written words. All enjoys story and singing times. On occasions children become restless if too long is spent at any one activity. Opportunities are limited for children to express themselves creatively. They are gaining confidence in using numbers and counting and are encouraged to become inquisitive and to investigate.

The leadership and management of the group is very good and is supported by staff having a sound knowledge and appropriate qualifications. Training is provided both in-house and through other agencies. Regular staff meetings and appraisals ensure the team work together in a consistent way. The committee support the staff and assess the group's strengths and weaknesses.

The partnership with parents is very good. Parents are kept informed of the pre-school activities and curriculum. They are given termly written reports regarding their child's progress. Staff make themselves available to discuss any other issues as parents wish.

What is being done well?

- Children's personal, social and emotional development is very good. The Children are eager to learn, becoming independent and confident in both large and small group situations. Behaviour is very good.
- Staff have a sound knowledge of the early learning goals and are able to plan for these and assess their effectiveness very well. Children's individual assessments are used constructively to ensure they make progress.
- Children are becoming very confident in the area of communication, language and literacy. They are able to express their thoughts well and to

recognise their own names and some other words. They are offered many opportunities to develop these skills.

- Snack time is used very effectively to enhance all areas of development. The children choose when they wish to take their snack and what they would like, they prepare it themselves and pour the drinks. There is the opportunity for discussion, they then clear away. Through this they acquire many new skills.
- The committee and staff recognise the importance of working in partnership with the parents. They have developed several different means of doing this, so that the parents are well informed of the progress their child is making and are involved in their learning.

What needs to be improved?

- timetable, so that children are not expected to spend too long at any activity, so that they become restless;
- creative activities, so that children are given more opportunities to express their own thoughts imaginatively.
- staffs explanations of the themes, when introducing children to new ideas they should be able to understand how this fits into their world.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. There has been a new committee elected, a new play leader and three new members of staff employed. The staff have relevant qualifications and experience. New ideas and practices have been introduced. This has included a member of staff being trained as a SENCO with an understanding of the DFES Code of Practice, she is able to use her knowledge to provide adequate support and an SEN assessment when necessary.

The children's records of achievement have been changed so that it is possible to see the progress they are making towards the early learning goals and to inform individual plans.

The daily plans have also been modified so that it is easier to see what the children are intended to learn within each area and how this will be supported.

There is now more consistency in methods of teaching, this has been achieved through in-house training and discussion.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Most of the children come into the group confidently and eager to start their day. The children are becoming independent in personal care. They make choices and concentration is expanding. Snack time is used particularly well as a social occasion. Through clear rules and a consistent approach, children are learning self discipline and consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. All children enjoy story times, they listen attentively and join in appropriately, they are able to concentrate for suitable lengths of time. They are able to express thoughts well. All children recognise their own name, most are beginning to recognise letters and the sounds that they make. Four year olds are able to write own names, all are keen to make own marks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children are using numbers in every day situations. Most are able to count to 10 confidently. More able children can recognise these numbers when written. There are many opportunities created during the session to practice counting skills. Children are beginning to compare numbers and to develop an understanding of combining and subtracting. There are Opportunities for children to learning about shapes and making patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children are offered the opportunity to investigate and learn about materials and objects new to them. They are encouraged to ask questions and be inquisitive. Children are able to practice using items of every day technology such as the computer. Themes are not always explained and endorsed to support the children's understanding.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children are given the opportunity to use larger physical equipment daily, outside if possible. They are learning the skills of negotiating space, such as when ride on toys. Some activities are more controlled such as the use of the parachute so that the children can learn concepts such as under, over, between. A range of activities are provided to enhance the children's small muscle skills such as drawing, cutting and spreading.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children's progress in creative development is generally good. The children experience some very exciting activities to help them experiment and learn about colours and textures. Most children enjoy taking the opportunity to role play in different situations and are confident to involve others. Children are enthusiastic about the daily singing sessions, although rather long on occasions. No truly free opportunities for children to use their imagination with paint were observed.

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

- planning of the sessions to ensure that children are not expected to spend too long at any one activity.
- offer the children the opportunities to express themselves freely in creative activities.

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.