



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300789

DfES Number: 520095

INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Hilary Mary Mckenning

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ecclesall Pre-School
Setting Address	Room 2, Ecclesall Parish Hall Ringinglow Road Sheffield South Yorkshire S11 7PP

REGISTERED PROVIDER DETAILS

Name	The Committee of Ecclesall Pre-School 518997
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ORGANISATION DETAILS

Name	Ecclesall Pre-School
Address	Room 2, Ecclesall Parish Hall Ringinglow Road Sheffield South Yorkshire S11 7PP

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

Ecclesall Pre-school has been operating for more than 20 years within Ecclesall Parish Hall in Sheffield.

It is situated close to local schools and other amenities in Ecclesall.

It opens each weekday, 09:15 to 11:45 during school term time. The pre-school offers sessional care for a maximum of 27 children from two to five years. There are currently 54 children on roll. Of these, 45 children receive funding for nursery education. The Pre-school supports children with special educational needs and children where English is an additional language.

Children have access to an outdoor play area.

There are eight staff who work directly with the children. Of these four staff have early years qualifications and two are currently on training programmes.

The Pre-school is supported by the local community and the Local Authority.

How good is the Day Care?

Ecclesall Pre-School provides a good standard of care for children.

A bright, child friendly and welcoming environment is created for children, and they have access to a balanced range of activities in all areas of learning. Children have many opportunities for freely chosen and cooperative play.

Policies and procedures, and record keeping requirements, are in the main understood by staff and implemented effectively. However, issues relating to child protection and new legislation need to be kept up to date. Staff give priority to children's safety and well being, and raise children's awareness of risks in everyday activities, increasing their independence.

Children develop warm and trusting relationships with staff; they are encouraged to

express their individuality and are happy, confident and secure. Staff know children well and they encourage children to be caring and co-operative, to share and take turns; staff provide positive role models and good behaviour is praised and reinforced.

An effective partnership is established with parents. Parents are encouraged to share information about their child so that individual needs can be met effectively. Policies and procedures are displayed for parents to read. Parents get to know staff well, fostering and developing good relationships with parents. They are relaxed and comfortable in the setting.

What has improved since the last inspection?

not applicable

What is being done well?

- Sessions are well organised and staff are deployed effectively to interact with children and support their experiences; children enjoy both indoor and outdoor activities at each session.
- Health and safety policies and procedures are comprehensive, understood by staff, and implemented effectively. Staff give high priority to children's safety and well being, and children's awareness of risks is raised well.
- Children are settled, secure and confident within the child friendly environment; they enjoy a good variety of free play activities, and have opportunity to explore and use their imagination.
- Children behave well and develop good relationships with staff and other children; staff provide good role models, encouraging children to be caring and co-operative.

What needs to be improved?

- the Child Protection Procedure, to include the procedure to be followed if an allegation of child abuse is made against a member of staff.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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
13	Review Child Protection procedures to include detail of the procedure to be followed if an allegation of child abuse is made against a member of staff.

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

How effective is the nursery education?

Children are making generally good progress. They are making very good progress in personal, social and emotional development, mathematical and physical development. They are making generally good progress in creative development, communication, language and literacy, and knowledge and understanding of the World. They feel safe and secure in a welcoming environment and enjoy a range of activities each session.

Quality of teaching is generally good. Staff have relevant early years qualifications. They interact well with children, however they need to further develop their understanding of the early learning goals and plan opportunities that challenge more able children in group activities and story times. Staff relate warmly with children encouraging good relationships. Children are confident and eager to participate on their own and as part of a group. Behaviour is of a high standard. Children are able to access a variety of activities from those made available to them. However there are insufficient opportunities for children to develop their individual creativity and consistently access resources to explore and develop their own ideas.

Leadership and management are generally good. The staff meet regularly as a team. There is commitment to staff development and appraisals are used to identify training needs. Staff share an understanding of positive early years practice and a desire to improve the quality of children's care and education.

Partnership with parents is very good. Parents have access to their child's assessment records on request. They relate comfortably with staff and are well informed about policies and procedures. They have information about the educational programme and their child's progress. Children's work is attractively displayed and parents are involved in their children's learning.

What is being done well?

- Children are encouraged to make choices and plan their own play; they use and enjoy the bright and child friendly play environment with independence and enthusiasm.
- The accommodation is used well to provide a good variety of different experiences in all areas of learning at each session, both indoors and out; the routines are relaxed and child-led.
- Children behave well and have a clear understanding of expectations and routines; they are confident and sociable, and have caring relationships with each other and with staff.
- Staff reinforce some learning well within everyday routines, like counting, colours, shapes and sounds.

What needs to be improved?

- Organisation of milk and story sessions to ensure successful learning for children and increasing their independence
- staff's knowledge and understanding of the early learning goals to develop children's creative skills and extend their imagination for their own purpose.

What has improved since the last inspection?

Generally good progress has been made against the key issues arising from the last inspection regarding the provision of more activities to further develop children's imagination and the organisation of milk and story time.

The staff and management have introduced changes in the planning of activities giving children access to dressing up alongside role play that is linked to the theme at each session to develop children's imagination.

Issues relating to milk and story time still remain and require further development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated to learn, they explore the available activities and resources eagerly. Children have effective relationships with staff, they seek help and support when required. Children manage their own needs well and are competent at putting coats and shoes on and off when moving from indoors to outside. Children choose their own play from a range of activities made available to them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident and they interact and share experiences with staff and other children, using language well to describe and recall. They enjoy listening to stories and use books carefully, although organisation of story times does not fully engage all children. They are learning to recognise letters and sounds, and practise writing their name. They recognise their name and older children know the name and sound of most letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy number activities and the four year olds and more able children are beginning to recognise and name some numerals. Children can competently count to ten and beyond. They know the names of common shapes. Most children understand and use some positional language and can describe size and shape in simple terms in construction and sorting activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children effectively use their senses to explore their environment and every day objects. They examine objects with interest. They have a good sense of time and talk confidently about experiences in their own lives and the lives of others. Children are very competent when using the information technology equipment. However, they have limited access to build and construct from their own ideas. Children are beginning to show knowledge of people around them and those from different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and show an awareness of the safety of others around them. Children are competent when using a wide range of large and small equipment including scissors and pencils. Children enjoy a variety of activities and experiences that help to develop their hand-eye coordination. They can balance, hop and skip, negotiating obstacles. They practice kicking and catching, scooting and pedalling. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond well and are able to describe what they see, hear and touch. All children are enthusiastic singers having a repertoire of songs they sing from memory. They enjoy action rhymes and games. They are imaginative and creative in role play situations, retelling familiar stories. Children's access to free choice activities means there are insufficient opportunities for children to develop their individual creativity. Children are able to share their experiences with adults and peers.

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

- Improve the organisation of children to ensure successful learning during group and story sessions
- Improve staff's knowledge and understanding of the early learning goals to ensure children freely access and select resources, increasing their independence and opportunities to explore and develop their own ideas.

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.