



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300771

DfES Number: 535063

INSPECTION DETAILS

Inspection Date	07/03/2005
Inspector Name	Trudy Scott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bents Green Pre-school
Setting Address	Bents Green Methodist Church Ringinglow Road,, Sheffield S11 7PS

REGISTERED PROVIDER DETAILS

Name	The Committee of Bents Green Pre-school
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ORGANISATION DETAILS

Name	Bents Green Pre-school
Address	Bents Green Methodist Church Ringinglow Road,, Sheffield S11 7PS

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

Bents Green Pre-School opened in 1993 and is owned and run by a voluntary management committee. It operates from Bents Green Methodist Church and serves children and families living locally. Children are accommodated in a large play room and have use of a smaller room for quieter activities. A fully enclosed area is available for outdoor play.

There are currently 39 children from two to under five years on roll. Of these, 25 children receive nursery education funding. The setting currently supports a small number of children who have special needs.

The group opens on Monday to Friday mornings, during term time only. Sessions are 09:15am until 11:45am.

Seven staff work with the children. Of these, five have recognised early years qualifications. The setting is a member of the Pre-School Learning Alliance and receives support from a community teacher from the Local Authority.

How good is the Day Care?

Bents Green Pre-School provides satisfactory care for children from two to under five years.

The manager and staff team work well together to provide a warm, friendly environment where children and parents feel welcome and secure. Regular team meetings and further training opportunities help staff develop a collaborative approach to their work. Qualification requirements are not fully met, however all staff have relevant childcare experience. A comprehensive collection of policies and procedures are in place, although not all necessary detail is included and Ofsted has not been informed of changes to the committee.

Children are grouped together in the main hall, where they have many play opportunities. Good use is made of an additional room for small group activities,

although space for relaxing activities is not fully utilised. The well-organised outdoor area is used daily, weather permitting, to extend children's experiences.

High priority is given to children's safety. Staff consistently follow health and safety procedures to ensure children are safe inside and outside the building. Children are helped to develop safe practise and awareness of risk through discussion and explanation and are supported in managing personal hygiene independently.

Children enjoy a balanced range of activities and experiences which help them good progress in all areas. A good variety of interesting and stimulating toys and play materials are provided. Staff and children have very good relationships. Staff involve themselves in children's play and help them develop confidence and self-esteem. Effective behaviour management strategies are in place and lead to good behaviour of the children. Children with special needs are well-supported.

Partnership with parents is good. Systems for sharing information work well to ensure parents' wishes for the care of their children are followed. A variety of good quality information about the pre-school is provided for parents.

What has improved since the last inspection?

At the last inspection, the provider agreed to develop and implement an action plan to ensure the person in charge achieved a recognised childcare qualification. This has not yet been achieved, therefore the action is continuing.

What is being done well?

- Relationships with staff and children are very good. Staff involve themselves in children's play, talk, listen and ask questions and use praise and encouragement to help children develop confidence and self-esteem.
- High priority is given to keeping children safe. Staff consistently follow procedures such as daily risk assessments and are vigilant in monitoring access to the premises. Children are helped to develop an awareness of risk with discussion and explanation.
- A good collection of stimulating and interesting toys and play materials are provided. These include resources which successfully nurture children's imagination and creativity. For example children make dens using torches and blankets and have a barbeque outside with milk crates and natural materials.
- Partnership with parents is good. Successful methods of sharing information include child record forms, written agreements and daily discussions. Parents value the friendliness and approachability of the staff.

What needs to be improved?

- the qualification of the person in charge

- the system for informing Ofsted of changes to committee and ensuring necessary forms are completed
- the policies and procedures to ensure they include all necessary information
- the organisation of the quiet area for children to relax and look at books.

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 April 2004, there have been no complaints to report.

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
1	Develop and implement an action plan to show how the person in charge will achieve a level 3 childcare qualification.	30/04/2005
1	Identify a suitable person from the management committee as the registered person and provide Ofsted with details of committee members and changes to the committee.	30/04/2005

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

Std	Recommendation
14	Review and up-date policies and procedures to ensure all necessary information is included.

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

How effective is the nursery education?

Bents Green Pre-School provides a welcoming environment where children are happy and enjoy learning. This ensures they make very good progress towards the early learning goals.

The quality of teaching is very good. Staff use their secure knowledge of the stepping stones to plan an interesting curriculum, with a balance of focused and freely chosen activities. They build on what children already know and successfully adapt activities for children who learn at different rates. Children's curiosity and imagination is successfully nurtured in a range of well-planned experiences. Personal, social and emotional development has a strong focus in the pre-school and provides a firm foundation for learning in other areas. Staff spend much of their time in direct work with children and engage effectively with them to promote very good language skills and extend their thinking. Very good use is made of the outdoor area to support children's development in all six areas of learning.

Staff know individual children well. They make good use of observations to help them identify children's interests and plan the next steps in their learning. They regularly provide verbal feedback to parents about their children's progress.

Leadership and management are very good. Clear aims for children's care and learning are effectively shared with parents and staff and are reflected in the work practice. Staff meet together regularly to review the educational provision and agree ways forward. There is a strong commitment to continual development, reflected in the very good progress since the last inspection and the co-operative working with other professionals.

Partnership with parents is very good. Parents spend time talking informally with staff about their children and have many opportunities to be involved in the pre-school. A wealth of good quality information is provided about what the children are doing and learning, which helps parents support children's learning at home.

What is being done well?

- The priority given to personal, social and emotional development ensures children feel they belong to the pre-school and gives the confidence to explore and express their own ideas. They show an enthusiasm for knowledge which underpins their learning in all areas.
- Staff engage effectively with children to help them develop very good language skills. They speak clearly to children, pitch questions at the right level, listen with interest to what they say and encourage them to contribute in groups. This helps children become confident speakers and listeners.
- Very good use is made of the outdoor environment to support children's

learning in all areas, particularly in physical development, creativity and understanding the natural world. Children grow and care for plants, use their imagination as they construct using large materials, such as crates and pieces of tree trunk, and develop increasing control using a good range of physical play equipment.

- A good range of activities are planned which effectively nurture children's curiosity and imagination, helping develop good investigation and exploration skills and stimulating creativity. Children explore how materials change, for example when making play dough, and learn how water moves around using gully, piping and water pumps.
- Parents receive a wealth of good quality information about the children's activities. They see books and photographs about the children's activities and receive newsletters with information about current topics and suggestions for continuing the learning at home. This ensures parents are fully involved in their children's learning.

What needs to be improved?

- the opportunities for parents to see their children's assessment records.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The management and staff have introduced a number of effective measures to promote all aspects of physical development.

A major factor has been the development of an imaginative outdoor play area. Children have regular outdoor play experiences which helps them develop large physical skills. They construct with large materials and use a range of equipment confidently and safely. The indoor programme includes frequent opportunities for children to move their bodies imaginatively to music and practise co-ordination and control.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and motivated. They show a sense of belonging as they greet friends and familiar adults with pleasure and eagerly anticipate the morning ahead. They concentrate and persist in tasks, selecting activities and resources independently with confidence. Behaviour is very good. Children play co-operatively and successfully negotiate taking turns and sharing. They readily share information about themselves and listen with interest as others share their news.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and listeners. They readily participate in conversations, take turns to speak and follow instructions correctly. They use language well for many purposes such as planning their play, describing and recalling. Children enjoy stories and rhymes and practice linking sounds and letters. They often see and practise writing for different purposes. For example, staff write what children say about their pictures and make books with them about their activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have very good counting skills. They regularly count in focused and freely chosen activities, several children count reliably beyond 10. They see numbers displayed in the environment and many recognise and name numerals. Children willingly attempt numbers problems, such as out how many more cups of flour are needed to make play dough, and make graphs to record their number work. In a variety of practical activities, children are learning effectively about space, shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity and imagination is effectively nurtured as they explore and investigate, using a good range of natural and manufactured materials. They regularly observe and talk about changes in the natural world. Children construct with a wide range of resources, find out what they can do with materials and use them well to make their own ideas. They learn successfully about their own community and are learning to appreciate the lives of others in daily discussions and focused activities

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and safely, successfully negotiating space and obstacles. They enjoy regular physical activity and show increasing skill and control as they balance on beams and manoeuvre large materials. Children show awareness of healthy practice and are moving towards independence in attending to their personal care needs. They successfully develop good hand eye co-ordination as they learn to handle small tools and equipment safely and correctly.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy many activities where they learn using all their senses. For example they feel different textures and fabrics when making collage pictures and see colours change when they mix paints. They draw freely and apply paint in different ways to represent their ideas effectively. Imaginative play is well-developed. Children draw on their experiences and imagination as they act out stories in the indoor and outdoor areas, making very good use of resources to develop and extend play.	

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 improving the following:
- the opportunities for parents to see their children's assessment records.

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.