



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109842

DfES Number: 510479

INSPECTION DETAILS

Inspection Date	11/06/2003
Inspector Name	Marilyn Joy

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	SWAY PRE-SCHOOL
Setting Address	Middle Road Sway Lymington Hampshire SO41 6BB

REGISTERED PROVIDER DETAILS

Name	The Committee of SWAY PRE-SCHOOL COMMITTEE
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ORGANISATION DETAILS

Name	SWAY PRE-SCHOOL COMMITTEE
Address	VILLAGE ROAD MIDDLE ROAD,SWAY LYMINGTON HAMPSHIRE SO41 6BB

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

Sway Pre-school opened in 1970. It operates from a dedicated room in the village hall. The main hall provides additional space for physical play. The pre-school serves the local area.

Sway Pre-school is registered for 14 children aged from two years to under five years. There are currently 33 children from two years to five years on roll. This includes 10 funded three year olds and 12 funded four year olds. Children attend for a variety of sessions. There are two children who have special educational needs. There are no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 and 12:45 until 15:15.

Three full-time and two part-time staff work with the children. Four have early years qualifications and two staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sway Pre-school provides satisfactory care overall for children aged from two to five years.

Staff provide a stimulating, safe and welcoming environment is provided where children can experience a variety of challenging activities in all areas of learning. The staff are well trained and offer the children a very good range of resources, which are set up imaginatively to stimulate children's interest and involvement. Procedures are in place regarding the daily operation of pre-school although some are informal. Most of the required documentation is maintained, although some additions are required.

Staff have an awareness of health and safety issues and any potential risks, and

carry out regular risk assessments on site. They are also aware of the nutritional needs of the children attending the pre-school. They have an understanding of equal opportunities, although they need to extend their knowledge relating to caring for children with special educational needs. In addition staff need to extend the range of resources reflecting equality issues.

Staff provide children with a wide range of activities, to stimulate them in all areas of learning. Staff ensure that children regularly enjoy outdoor and large physical play. They are interested in the children, interact effectively and participate in their play. They use effective behaviour management strategies to promote positive behaviour.

Partnership with parents is given a high priority. Parents are encouraged to be involved in the pre-school and their contributions are valued and welcomed. Staff provide parents with a range of information about the pre-school and their child. Staff have a sound knowledge of individual children's needs and respect parents wishes.

What has improved since the last inspection?

The last inspection was the transitional one, so this section is not applicable.

What is being done well?

- Staff provide children with a broad range of activities, including outdoor and large physical play, to encourage development in all areas of learning. They communicate effectively with the children. They are interested, participate in their play and extend their language and understanding effectively. Staff have knowledge of equal opportunities and child protection procedures.
- Staff provide a stimulating and welcoming environment. They are well trained and committed to updating their skills. They organise a very good range of resources which are set up imaginatively to stimulate children's interest and involvement. Attractive displays of children's work decorate the walls.
- Staff use effective behaviour management strategies and promote positive behaviour through praise and encouragement. They encourage children to become aware of their actions and resolve conflicts for themselves.
- Staff give parental involvement a high priority. They encourage parents to join the parent's rota and their contribution is valued and welcomed. Regular newsletters and notice board keep parents up to date with topics and events.
- Staff take positive steps to ensure children's safety at all times. Staff promote an awareness of safety and hygiene practices with the children. They carry out risk assessments. They provide healthy and nutritious snacks and staff have a sound knowledge of children's individual dietary requirements.

What needs to be improved?

- security of the premises; (Standard 6)
- hand washing routines and facilities; (Standard 7)

- resources reflecting positive images of ethnicity, culture and disability; (Standard 9)
- understanding and implementation of the special education needs Code of Practice; (Standard 10)
- documentation to ensure staff and parents are informed about procedures and records are maintained. (Standard 14).

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

Std	Recommendation
6	maintain security of the premises at all times;
7	improve hand washing routines and facilities;
10	improve understanding and implementation of the special educational needs Code of Practice;
14	ensure that all documentation relating to procedures and records is updated, to keep staff and parents fully informed.

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

How effective is the nursery education?

Sway Pre-school offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff have high expectations of children's behaviour and children respond well to them. They provide clear and consistent boundaries and help children to resolve difficulties and feelings for themselves. A stimulating range of resources and displays of children's work are used to provide a welcoming and challenging learning environment. Staff interact positively with children to extend their knowledge and understanding. However planning and assessment is not always used effectively to plan for individual progression or to support children with special educational needs.

Partnership with parents is generally good. Parents feel welcome and valued. They have access to a range of information about the setting and are encouraged to be involved in their child's learning in a variety of ways such as contributing to the interest table or joining the parent's rota. Parents and staff regularly share information about children's progress although this is sometimes limited.

Leadership and management is generally good. The pre-school is committed to the improvement of care and education for all children by encouraging staff training, improving the range of resources and partnership with parents. Effective teaching strategies and team working are promoted daily to provide a positive learning environment for children, although evaluation of children's progress towards the early learning goals is not consistently carried out.

What is being done well?

- Children are confident and have high levels of self-esteem. They form good relationships with adults and each other. Many co-operate well and have a growing awareness of right and wrong.
- Children are motivated and interested. They are developing skills in using a wide range of equipment and materials. They want to know how things work and why.
- Staff have high expectations of children's behaviour. They form easy and trusting relationships with children and use effective questioning and explanation to extend children's knowledge and understanding.
- Partnership with parents is given a high priority. Parents are provided with a range of information. They feel confident and involved in the care their children receive.

What needs to be improved?

- assessment of children's progress to ensure the planned curriculum supports individual children's progression along the stepping stones and is delivered at the right level;
- procedure for planning, record keeping and assessment of children with special educational needs to meet the requirements of the Code of Practice;
- opportunities for children to recognise and write their name in everyday and planned activities;
- opportunities for more able children to develop their mathematical skills such as recognising and using bigger numbers and calculating.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

The pre-school handbook has been updated and provides clear information about the six areas of learning. Effective strategies are used to keep children focussed and interested during group activities and, generally, children behave very well. Regular planned opportunities, as well as spontaneous discussions, are used to encourage children to talk about their family, experiences and past and future events, such as holidays and going to the dentist.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have growing self-esteem. They form good relationships with adults and each other. They have a growing awareness of right and wrong and are becoming aware of the consequences of their actions such as when their construction is knocked over. Children can select from a range of resources set up but there are limited opportunities for them to choose for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident communicators. They contribute in discussions, listen well, and are developing their vocabulary. They have a growing awareness that print carries meaning and use writing freely during role play such as when booking holidays in the travel agents. Opportunities are missed for children to recognise and write their own name and support for children with SEN is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

They are developing their mathematical language and understanding. Many count with confidence, are aware of bigger and smaller, and can identify shapes. Number activities are displayed around the room and children turn to them during their play such as counting apples on the tree and measuring themselves. Opportunities for children to recognise and use numbers or calculate are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They are interested in the world around them. They examine tadpoles with magnifying glasses, look at local buildings and transport. A variety of resources are used to stimulate an interest in technology. Children use telephones, cameras and tills with ease and refer to computers and recorders in their play. They show a growing awareness of time when talking about their families and events such as holidays.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They use a range of small and large equipment with skill. They construct with different size bricks, attempt catching, use scissors and tools competently. They are developing increasing control over their bodies and in using the space around them. They climb, balance, jump and ride bikes with skill. They are becoming aware of how to use equipment safely such as when constructing with straws and during physical play.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>They use a range of materials to explore colour, texture and form. The role play area is used imaginatively to practise everyday activities, explore new concepts, such as planning holidays, and to develop their own ideas, such as a mission to catch crocodiles. They use resources well for their intended purpose and to represent something else. A camera becomes a camcorder and the till provides access to the internet.</p>	

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 assessment of children's progress to ensure the planned curriculum supports individual children's progression along the stepping stones and is delivered at the right level;
- implement a procedure for planning, record keeping and assessment of children with special educational needs to meet the requirements of the Code of Practice;
- provide opportunities for children to recognise and write their name in everyday and planned activities;
- provide opportunities for more able children to develop their mathematical skills in recognising and using bigger numbers and calculating.

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.