



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 127634

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Freeda Wildon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Staple Pre-School
Setting Address Mill Road
Staple
Canterbury
Kent
CT3 1LB

REGISTERED PROVIDER DETAILS

Name The Committee of Staple Pre-School 1051270

ORGANISATION DETAILS

Name Staple Pre-School
Address Mill Road
Staple
Canterbury
Kent
CT3 1LB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Staple Pre-School opened in 1998. It operates from Staple village hall, near Canterbury, Kent. The pre-school has access to two rooms, a kitchen, toilets and an outside area.

There are currently 24 children on roll. This includes 1 funded 4-year-old and 13 funded 3-year-olds.

Children attend a variety of sessions each week. The pre-school have experience of supporting children with special needs and children with English as an additional language.

The pre-school opens five days a week, Mondays to Fridays, term time only. Sessions are from 09.15 to 12.00. A lunch club operates four days each week from 12.00 to 12.45.

There are five staff working with the children. Three have an early years qualifications. The pre-school receives support from a Pre-School Learning Alliance development worker and a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Staple Pre-School provides good care for children. More than half of the staff are qualified. Short courses are attended to keep staff childcare knowledge up to date. Staff generally have a good knowledge and understanding of the National Standards. The committee is supportive and the chair understands her role well. Space, staff and resources are well organised to meet the children's needs effectively. The environment is warm and welcoming to children and parents. Clear policies, procedures and records underpin the day-to-day running of the nursery. However, the recording of the attendance register is not in line with current guidance.

The premises are secure and staff provide an effective system for managing access to the premises. There are formal procedures to identify and eliminate hazards. Staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through the daily routine.

There is a good range of indoor and outdoor toys to promote play opportunities for children. Staff provide a clear daily routine that the children understand well. Children are happy and stimulated, with planned interesting activities covering all areas of development. Planning is based on the Foundation Stage for funded children. However, planning for the under threes is not fully developed. Children have access to a range of resources that reflect positive images. The staff have sound knowledge of children with special needs. Staff manage behaviour positively and consistently and take into account the children's level of understanding, resulting in well behaved, secure and confident children. Staff's approach to helping new children settle is working effectively.

The partnership with parents is good. Parents are happy with their children's care. Information is given to parents about children's development, the provision and its procedures.

What has improved since the last inspection?

At the last inspection the group agreed to produce risk assessments of the setting, ensure that medicine records comply with the guidance, produce an action plan to show how the deputy would meet the required criteria and give regard to the DfEE Special Educational Needs Code of Practice.

All the above actions have been completed.

What is being done well?

- Staff work well as a team and generally have a good knowledge and understanding of the National Standards. The resources are well organised to meet the children's needs effectively.
- Staff provide a caring, warm and welcoming environment for children and parents. Children are happy and stimulated.
- Staff are informed and aware of the importance of good hygiene practices in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through the daily routine.
- There is a good range of indoor and outdoor toys to promote play opportunities for children. Staff provide a clear daily routine that the children understand well. Children are happy and stimulated, with planned interesting activities covering all areas of development.
- Staff manage behaviour positively and consistently and take into account the children's level of understanding, resulting in well behaved, secure and confident children. Staff's approach to helping new children settle is working effectively.
- The partnership with parents is good. Parents are happy with their children's care. Information is given to parents about child development, the provision, and its procedures. There is a good settling policy, which works well in practice.

What needs to be improved?

- recording of the attendance
- planning and activities for children under three.

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
2	Ensure that attendance is recorded in line with current guidance.
3	Devise a system for planning and implementing a suitable range of activities for children under three years.

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.