



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117219

DfES Number: 523950

INSPECTION DETAILS

Inspection Date 13/12/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Radford Royal Naval Pre-School
Setting Address Stokingway Close
Plymstock
Plymouth
PL9 9JL

REGISTERED PROVIDER DETAILS

Name Radford Royal Naval Pre School

ORGANISATION DETAILS

Name Radford Royal Naval Pre School
Address Crownhill Fort Road
Plymouth
Devon
PL6 5BX

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

Radford Royal Naval Pre-School opened in 1985. It has sole use of a purpose built pre-fabricated building. There is a large secure outdoor play area. The pre-school is situated approximately seven miles from Plymouth city centre, on a Royal Navy Estate and serves the local community.

The pre-school opens five days a week during school term times. Sessions last from 09:05 hours to 11.35 hours, Monday to Friday and from 12:35 hours to 3:05 hours, Monday to Thursday. A lunch club runs from 11:35 hours to 12:35 hours. There are 20 children currently on roll, including 18 who are in receipt of nursery education funding.

The setting is run by the Royal Naval Pre-school Learning Organisation, who employ four members of staff, of whom three hold suitable early years qualifications. The fourth member is working towards a qualification. The group receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Radford Royal Naval Pre-school provides good quality care for children.

The play leader has substantial experience and offers high levels of support to her team. Together they organise space and resources well, creating a pleasing environment that children exploit to the full. Records and documentation systems are orderly and kept up to date.

Staff have a good understanding of their health and safety responsibilities, and are thus able to keep children safe and secure. They promote hygiene well, and record medical issues appropriately; however, staff do acknowledge that more could be done to promote healthy eating at snack times. Staff are fully aware of their child protection responsibilities.

Children access a broad range of activities at each session. The organisation of key working responsibilities works particularly well to ensure that every child and their needs are well known to the team. Children with special educational needs are properly supported, and all children are given good encouragement to behave well.

Good relationships between staff and parents are in evidence. Staff work hard to ensure parents receive regular information about their child's welfare and progress, as well as encouraging parents to provide them with ongoing information about their child's experiences outside the setting.

What has improved since the last inspection?

At the last inspection the group were asked to ensure food preparation areas conformed to health and safety requirements, to ensure dangerous substances were inaccessible to children, and to record information about children's special dietary requirements. Appropriate measures have been taken in response to all three requests, thus ensuring that children access increased levels of safety and hygiene.

What is being done well?

- High ratios of staff to children are in evidence, and key working systems are effective; as such, children access meaningful individual support for their learning, and staff are able to build warm relationships with the children.
- Staff closely monitor access to the provision and are vigilant about children's security.
- Documentation relating to medical issues is in good order.
- Staff make themselves very accessible to parents, recognising the importance of maintaining good lines of communication.
- Staff have a very clear approach to managing child protection issues.

What needs to be improved?

- the promotion of healthy eating at snack times
- the bringing of the complaints policy to be fully in line with the requirements of the National Standards.

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.)

Ofsted have received no complaints against this provider since April 2004.

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
8	Ensure that healthy eating is fully promoted at snack times.

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

How effective is the nursery education?

Radford Royal Naval Pre-school provides good quality nursery education, with children making very good progress towards the early learning goals in personal, social and emotional development and creative development, and generally good progress in the remaining four areas of learning.

The quality of teaching is generally good. The staff team possess a sound understanding of the Foundation Stage curriculum. They use this knowledge to plan an interesting range of purposeful activities, they acknowledge that there are modest inconsistencies in the coverage of some parts of the curriculum. Recent improvements to planning systems have been made. The staff team use effective strategies to consolidate children's understanding in many areas, and in particular, in encouraging children to behave well, to play co-operatively, and to show concern for others. Together the team are improving their evaluation skills, and are able to recognise most, though not all, of the minor weaknesses in their own practice. Assessing children's progress has become a genuine strength within the team, as they make very good use of observation and assessment tools, gaining a detailed picture of each child's level of achievement.

The leadership and management of the group is very good. A positive team spirit is fostered by the experienced play leader. She in turn works closely with the Royal Naval Under Fives Co-ordination team, ensuring that the provision is continuously monitored, and that the team's ability to evaluate its own practice is improved.

The partnership with parents is very good. Parents have very regular opportunities to learn about their child's educational progress, and to talk to their child's key worker. Through the effective use of home link books, parents can also share their child's achievements at home with the whole group.

What is being done well?

- Children receive very skilled support for the development of their personal, social and emotional skills, and as such, are able to behave well, play co-operatively and show concern from each other at an early stage.
- Children use their imaginations to the full during free play sessions; they are able to do so as a result of staff providing good quality resources and effective support.
- Staff ensure that children receive regular individual support for the development of a number of important skills, such as hand writing and the use of small equipment, such as scissors.
- Staff use comprehensive assessment systems to very good effect, gathering useful information about children's progress very regularly, and sharing this information with parents in full.

- The play leader is well supported by the Royal Naval Under Fives Co-ordinator, and is herself an effective and well respected manager.

What needs to be improved?

- the regularity with which some parts of the curriculum receive coverage, in particular, opportunities to learn about the cultures and beliefs of others, and access to physical play that encourages children's balance and co-ordination skills
- the degree to which the staff team evaluate both the provision of books for children's independent use, and their own ability to encourage children's mathematical problem solving skills.

What has improved since the last inspection?

The improvement since the last inspection is very good.

At the last inspection the group were asked to improve staff knowledge of the Code of Practice for Special Educational Needs, to develop assessment recording systems that were in line with the Foundation Stage curriculum, and to increase the opportunities for using technology in teaching. Staff attend regular training on special educational needs, and children's needs are promptly identified and supported as a result. The assessment system successfully records children's progress towards the early learning goals, and adults are skilled in their use, which in turn enables them to plan for each child's individual needs more closely. Finally, the use of computers and real world technology toys is regularly planned for, giving children a greater understanding of their uses.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very familiar with the routines of the group, and respond well to group tasks, such as tidying up or contributing to circle time. Children behave well throughout the session, and receive substantial support, enabling them to quickly develop the cooperative play skills necessary for belonging to a group. They are proud of their achievements, frequently sharing them with adults, and are increasingly independent, being able to select activities and concentrate on chosen tasks well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use conversation extensively throughout their play, and are very willing to contribute to large group discussions. They are also able to identify the initial sound of their own name and the names of others, as well as pointing out the correct printed letters. Although children do not make independent use of the book corner, they do enjoy story time, which is well managed. Finally, children are regularly encouraged to make marks and attempt name writing, with effective adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have regular meaningful opportunities to practise their counting skills, and are able to recognise printed numbers on the Christmas advent calendar. They receive less frequent encouragement to solve simple mathematical problems. However, maths resources are readily available at every session, and children have a good knowledge of shapes and size as a result, as well as being able to match and sort items.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Recent improvements to planning in this area have led to an increase in opportunities for children to explore the world around them. As a result, children enjoy experiments such as ice melting or 'sink or float'. Children are taught about other cultures and beliefs less often. They do make good use of freely available design and making resources, and of technology items, such as telephones and computer keyboards, while playing imaginatively.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the setting, negotiating obstacles successfully. Their access to large physical play equipment is less regular than the opportunities they have to development their skills of writing, cutting, gluing and painting with small tools. Children learn what it means to be healthy, that washing our hands gets rid of germs, and that being active can lead us to be thirsty.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children enjoy exploring the properties of media such as cooking ingredients, paint and playdough, they make very good use of these resources. They also enjoy singing a range of songs with actions, showing familiarity with a substantial number. Children appreciate being encouraged to make choices about activities they want to participate in, as well as discussing their opinions. Finally, children make very extensive use of role play resources, creating detailed scenarios in large groups.

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 regularity with which some parts of the curriculum receive coverage, in particular, opportunities to learn about the cultures and beliefs of others, and access to physical play that encourages children's balance and co-ordination skills.
- Increase the degree to which the staff team evaluates both the provision of books for children's independent use, and their own ability to encourage children's mathematical problem solving skills.

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.