



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509209

DfES Number: 584215

INSPECTION DETAILS

Inspection Date 12/11/2003
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Storrs Road Pre-School
Setting Address Storrs Road Church Centre
Storrs Road
Chesterfield
Derbyshire
S40 3PY

REGISTERED PROVIDER DETAILS

Name The Committee of Storrs Road Pre-school

ORGANISATION DETAILS

Name Storrs Road Pre-school
Address Storrs Road
Chesterfield
Derbyshire
S40 3PY

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

Storrs Road Preschool opened in 1974 when it was known as Brampton Pre-school. It operates from the main hall and a smaller room in the Methodist Church Centre on Storrs Road in Chesterfield. The group serves the local area.

There are currently 23 children from two and a half to five years on roll. This includes 8 funded three-year-olds and 6 funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs or who speak English as a second language.

The group opens on Mondays, Tuesdays, Wednesdays and Fridays during school term time. Sessions are from 09:00 until 11:30 hours.

Four full-time and two part-time staff work with the children. One staff member has an early years qualification to NVQ level 3. Another member of staff is currently working towards a recognised early years qualification. The setting receives support from an Early Years Development Officer from the Early Years and Childcare Partnership (EYDCP).

The group is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Storrs Road Pre-school provides good quality care for children in a warm and stimulating environment. The group is well-established in the community. The staff work effectively together as a team and have good working relationships with parents.

Some staff have many years experience of caring for children and others are newly qualified. They have regular meetings and a consistent approach to their work. They are all committed to providing the best they can for children and attend training workshops regularly, however there is only a minimum of staff with the required qualifications. Although the premises have some restrictions the staff make them

inviting for children and their parents. Records are well-maintained and the necessary policies and procedures are in place, however, some do not relate closely enough to practice.

High staff ratios mean that children are always closely supervised. They are learning good hygiene habits and look forward to a sociable snack time when they experience a variety of different foods.

Children respond well to the range of activities and everyday routines. They follow the good examples set by staff and maintain good standards of behaviour. There is a planned, balanced curriculum which motivates and interests the children and helps them make progress. All the children are observed regularly and the key worker system, which makes sure each child has a staff member who pays particular attention to them, contributes to useful written development records being kept.

The partnership with parents is very good. They are happy with the provision and feel that they can talk easily with staff and receive good information about their children's activities and achievements.

What has improved since the last inspection?

At the last inspection several actions were raised relating to safety, documentation and staff qualifications. All of these have been resolved. The group now has current insurance, a medication record book and suitably vetted staff. There is a complaints procedure and one for lost or uncollected children and the register accurately reflects when children and staff are present. Parents receive useful written information about the group and staff qualifications meet the minimum required. Overall, the group offers a safe and stimulating environment for children and parents are well-informed.

What is being done well?

- Staff have warm and caring relationships with the children which lead to a positive learning environment.
- Staff are good role models so children respond well to them and begin to take responsibility for their own behaviour.
- Staff have a good working relationship with parents and useful practical systems are in place to share information with them.
- Children enjoy a variety of activities which allow them to experience a broad and balanced curriculum.
- There is a wide range of toys, equipment and materials which is used to support activities well.
- Children enjoy a variety of snacks which include fruit, yoghurt, crumpets, cheese and crackers. Second helpings are always available.

What needs to be improved?

- the number of staff who are qualified to at least NVQ level 2
- the policies and procedures, to make sure they reflect more accurately the group's practice and current good practice.

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	Consider how another staff member may be come qualified to ensure that at least half staff are qualified to NVQ level 2.
12	Include Ofsted's name, address and telephone number in the complaints procedure.
13	Review the child protection policy and procedures in line with 'What to do if you are worried that a child is being abused' and make sure a procedure is included in the event of an allegation being made against a member of staff.
14	Review all policies and procedures to make sure they reflect good and current practice.

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

How effective is the nursery education?

Storrs Road Pre-school provides a caring and stimulating environment where children make generally good progress towards the early learning goals. In the areas of personal, social and emotional development, mathematics and physical development they make very good progress.

The quality of teaching is generally good. The staff work well together as a team and act as good role models for the children. They have developed a clear planning and assessment system which, together with the key worker system, makes sure that all the children experience all areas of the curriculum and realistic individual targets are set for them. They have a good understanding of the foundation stage curriculum and generally deliver it effectively. However, some aspects of literacy and creative development and knowledge and understanding of the world have not been fully developed.

The leadership and management of the group is generally good. The acting supervisor has worked hard to maintain standards and makes sure that staff are well-informed about the availability of training. There are regular staff and committee meetings and support meetings with the Early Years Development Officer. All these provide opportunities to maintain ongoing evaluation and monitoring of the various aspects of the provision.

The partnership with parents is very good. Systems for informing and involving parents have been developed which suit the practical needs of both the parents and the group. The written information parents receive is satisfactory and they enjoy the termly reports on their children's progress to which they can add their comments. Staff keep parents up to date with the children's activities by chatting to them and parents find them very approachable when they want more information. Parents think that the group's library is very useful.

What is being done well?

- Children's personal, social and emotional development is very good. They are interested and keen to become involved in activities, are confident and are becoming very independent.
- Staff provide for large physical play activities at every session and children confidently use climbing equipment to develop their whole body skills.
- Children spend a lot of time involving themselves in imaginative role play situations which are sensitively supported by staff to develop their learning across the curriculum and especially in knowledge and understanding of the world.
- Staff use practical everyday activities and routines well to support children's learning.

- Children and parents enjoy choosing and borrowing books from the group's library.

What needs to be improved?

- the opportunities children have to use their imaginations in design and construction with a wider range of materials
- the opportunities children have to develop an understanding of writing for a purpose through imaginative play activities.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. It was asked to address four issues that involved planning; the provision of regular activities for children to use their senses; the continued development of resources to support children's curiosity and questioning about how things work and the continuation to develop opportunities for children to associate sounds with patterns in rhymes and with words. A clear planning system is in place which covers all areas of the curriculum; more resources have been purchased to support children's curiosity and questioning such as magnifying glasses, kaleidoscope and binoculars, and children use their senses and associate sounds more regularly during everyday routines and planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and keen to become involved in activities. They interact well with each other and adults. They understand why rules exist and encourage each other to behave well especially at snack time. They are developing an understanding of each others' needs as well as their own and show interest in their friends' families and pets. Most of them are developing good concentration and some of the older children show good persistence when, for example, looking for favourite books.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently between themselves, with staff and at group times. Their growing vocabulary helps them to hold good conversations and explain their role play activities. They greatly enjoy looking at books, handle them carefully and are keen to share their enjoyment of them with others. They recognise their names and make good attempts to write them on their art work, however they are limited in the opportunities they have for writing for a purpose generally.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting in practical, everyday situations such as counting out the number of plates at snack time. They recognise shapes and are developing calculating skills through using mathematical language such as 'bigger and smaller' and 'first and next' during activities and daily routines. Children enjoy useful Geosafari programmes which support mathematical learning such as sequencing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore features of the natural world and their local environment. They take part in activities which help them to understand change such as breadmaking. They use the computer and programmable toys regularly and recall and relate events in their own lives eagerly and naturally. They are developing an awareness of differing cultures through celebrating festivals and topics such as around the world. However, they have limited opportunities to construct with scrap materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy regular use of equipment such as the climbing frame and Quadro to practice their whole body skills. They move confidently and safely and are developing very good co-ordination. They are becoming increasingly skilled in handling tools such as pens, scissors and knives and materials such as playdough, paint and glue. They are beginning to understand the effect healthy eating and exercise can have on them.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use a range of materials to explore colour, shape and texture. They especially enjoy using their imaginations in role play activities. They enjoy regular opportunities to practice using their senses through everyday routines. They have increasing opportunities to enjoy music through playing instruments and matching movements to recorded music. However, although they enjoy free painting they mainly experience design through structured collage activities.

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

- develop more regular opportunities for children to use their imagination in design and construction with a wider range of materials
- develop imaginative play activities to include opportunities for children to write for a purpose.

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.