



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509639

DfES Number: 521022

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Carol Victoria Tyler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Royal Eltham Pre - School
Setting Address Westmount Road
Eltham
London
SE9 1XX

REGISTERED PROVIDER DETAILS

Name The Committee of Royal Eltham Pre-School 1011200

ORGANISATION DETAILS

Name Royal Eltham Pre-School
Address ST. LUKES CHURCH HALL
Westmount Road
London
SE9 1XX

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

Royal Eltham Pre-School opened in 1971. It operated from St Lukes church hall in a residential area of Eltham close to local shops and Crown woods. The pre-school serves the local and surrounding areas.

There are currently 42 children from 2 to 5 years on roll. This includes 32 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, all children attending speak English as their first language.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12:00.

2 full time and 4 part-time staff work with the children and have early years qualifications to NVQ 3 and NNEB. The setting receives support from a teacher from Greenwich Early Years Development and Childcare Partnership (EYDCP). The group received accreditation from Pre-School Learning Alliance in March 2003.

Royal Eltham Pre-School is run by a parent/management committee.

How good is the Day Care?

Royal Eltham Pre-School provides good care for children.

The organisation of the pre-school is underpinned by detailed policies and procedures which staff and parents are made aware of, an additional procedure has been recommended. The nursery promotes a strong commitment towards staff training and the fully qualified staff team are well organised and use space and resources imaginatively to create a stimulating, orderly and supportive environment for the children.

Risk assessments are carried out, good hygiene routines are in place and staff demonstrate a good awareness to health and hygiene issues. Staff provide children with a healthy mid-morning snack where children serve themselves in a relaxed

environment. Staff recognise and value children's individual needs and differences and give good support to children with special educational needs.

The pre-school have a very good range of age appropriate toys and equipment, many of which reflect positive images of race, disability and gender. Staff plan activities in advance to ensure all areas of the curriculum are covered. Plans provide children with opportunities to enjoy a variety of activities which enhance their overall development and stimulate their interest. Children are relaxed, happy, confident, play well together and staff interaction is good. Staff offer appropriate support, supervision and encouragement.

Partnership with parents is very good. An informative notice board is displayed in the lobby, staff have friendly informal relationship with parents who are welcome in the pre-school. Parents are given good information about the setting and regular information is shared about their child's progress.

What has improved since the last inspection?

At the last inspection the pre-school agreed to keep a record of visitors to the group. A visitors book is now available at each session and visitors are asked to sign in and out.

What is being done well?

- The fully qualified staff team work well together and share a common purpose, this ensures that all children are cared for by adults who have a good understanding of their developmental needs and who are able to plan and provide interesting, stimulating and enjoyable activities which are age appropriate.
- Toys and equipment are carefully chosen to provide a balance of activities both indoors and in the outside play area. The pre-school give children's safety inside and outside the nursery a high priority. Attractive displays of children's work contribute to a stimulating and welcoming environment.
- Staff have a positive attitude to the inclusion of children with special needs. They work together with parents and other relevant parties to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs.
- Children are very well behaved. Staff have high expectations of children's behaviour, they set clear rules and boundaries and remind children of these as necessary. Children are offered appropriate praise and encouragement and are supported as they learn to become self-disciplined.
- Partnership with parents is good. Staff take time to exchange information with parents on a daily basis and regularly review individual care plans. Parents who responded to the questionnaires were very happy with the service provided.

What needs to be improved?

- The written procedure to be followed if a child is lost.

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
14	Devise a written procedure to be followed if a child is lost.

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

How effective is the nursery education?

Royal Eltham Pre-school provides a happy and friendly environment where children are making generally good progress toward the early learning goals and very good progress in communication, language and literacy and personal, social and emotional development.

Teaching is generally good. Planning covers all areas of learning but do not fully reflect the early learning goals. Systems to monitor and assess children's progress are in place, however, these are not fully utilised for forward planning. Staff have developed very good relationships with the children and engage them skilfully in activities. There are effective processes in place to provide good support for children with special educational needs.

Leadership and management is very good. The supervisors are well supported by an enthusiastic management committee. There are regular staff team meetings and the whole staff team are involved in planning. Regular staff monitoring and observations have recently been introduced to ensure that annual appraisals are more effective. Staff development and training is encouraged and supported.

Partnership with parents is very good. Parents are actively encouraged to be involved in their child's learning; there is a well supported voluntary rota for parents to help in the group and regular newsletters include information about the curriculum. An effective key worker system keeps parents well informed of their child's progress through regular meetings and written reports.

What is being done well?

- Children's behaviour is very good, they respond well to staff expectation and daily routines.
- Children enjoy a wide range of interesting outings aimed at increasing their knowledge of the local area and the wider world.
- Parents are actively encouraged to take part in their child's learning through the use of regular newsletters, a volunteer rota and opportunities for involvement in the management committee.
- There is an effective system in place for the inclusion of children with special educational needs which helps them to progress toward the early learning goals.

What needs to be improved?

- the use of assessments to ensure that they clearly show how children are progressing through the stepping stones and how they will be encouraged to

continue to progress

- planning to ensure that it clearly shows the purpose of the activity and how it can be adapted to support younger and less able children and extended to support older and more able children
- children's' daily access to programmable toys and everyday technology to support their learning

What has improved since the last inspection?

The setting has made generally good progress in response to key issues raised at the last inspection of nursery education. The action plan is clear and comprehensive but has not been fully implemented.

Notices, displays and regular newsletters give parents a description of the educational programme and parents are encouraged to contribute to topic work.

Planning ensures that the six areas of learning are covered but do not fully reflect the aim of each activity.

Resources to support children's learning in knowledge and understanding of the world have been extended but are not fully utilised.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is good, they form positive relationships with staff and their peers and are able to express their needs. Children are confident and can work independently but are also able to co-operate with each other and play together constructively, sharing and taking turns. Children are encouraged to learn about their local community and different cultures and faiths.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are fluent speakers and engage readily with adults and each other. They are able to recognise their names, familiar signs and access books appropriately and with enthusiasm. Children 'mark' make with confidence and older and more able children can write their names forming recognisable letters. Children link sounds and letter names with ease.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently and some can recognise numerals. Children can recognise and match shapes, are able to use positional language such as on top, underneath and understand concepts such as bigger than, smaller than. Opportunities are missed for children to begin to learn about volume and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have daily access to construction toys and use them with confidence and imagination. They speak naturally about events in their own lives and learn about their local community through well planned and interesting outings in both large and small groups. However, there are too few opportunities for children to access programmable toys and everyday technology, on a daily basis, to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the room and access activities and equipment easily with an awareness of each other. Children learn about the importance of keeping healthy through a range of topics. There is daily access to equipment enabling children to develop their physical skills in most areas, but limited opportunity for them to throw and catch.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy many opportunities to use their imaginations and are able to express themselves confidently through role play and daily access to art materials. However, use of music is limited and not fully utilised.

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

- Key Issues:
- Improve the assessment system to show a clear recording of where children are in relation to the early learning goals and how they will be encouraged to progress
- Improve planning to ensure that it clearly shows the purpose of the activity and how it can be adapted to support younger and less able children and extended to support older and more able children
- Increase children's' daily access to programmable toys and everyday technology to support their learning.

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.