



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251520

DfES Number: 517715

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Glenda Kathleen Field

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Holton St Peter Pre-school
Setting Address	Holton & Blyford Village Hall Lodge Road Halesworth Suffolk IP19 8PL

REGISTERED PROVIDER DETAILS

Name	The Committee of Holton St Peter Pre-School 1035677
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ORGANISATION DETAILS

Name	Holton St Peter Pre-School
Address	Holton & Blyford Village Hall Lodge Road Halesworth Suffolk IP19 8PL

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

Holton St Peter Pre-School is a committee managed group which opened in 1973. It operates from two rooms in the Holton and Blyford village hall, and has access to a kitchen, toilets and an outdoor play area.

The pre-school is registered to provide full day care for 24 children aged two to eight years, and accepts children from two and a half years old.

There are currently 35 children on roll, this includes fifteen children aged 3 and eleven aged 4 who are in receipt of nursery education grant funding. The setting supports a small number of children with special educational needs. Children attend mainly from the local area.

Opening hours are 9.30am to 3.00pm on Monday, Wednesday and Friday and 9.30am to 12.00am on Tuesday and Thursday during term time only.

The pre-school provides a holiday play scheme in the Easter and summer holidays on Tuesday, Wednesday and Thursday from 9am to 1pm.

Five full time and two part time staff work with the children; of these four have an early years qualification and one is attending accredited training courses leading to qualification. The pre-school has joined the Suffolk Quality Kitemark Accreditation Scheme.

The setting receives support from a teacher from the Early Years Daycare Partnership (EYDCP) and are members of the Pre-School Learning Alliance.

How good is the Day Care?

Holton St.Peter Pre-school provides good quality care for children.

Staff show a commitment to attending ongoing training in order to provide continual

improvement in their provision. Well documented policies and procedures are in place, which are clearly implemented by the staff. This ensures the smooth running of the provision and children are safe and well-cared for. Policies and procedures ensure that all children can participate at a level appropriate to their needs.

Staff provide a balanced range of activities that promotes learning in all areas. The staff interact well with the children, they talk and listen respectfully to them. This encourages good behaviour, children respond well to consistent expectations and they are happy and secure.

Parents are well informed about the procedures which contribute to the smooth running of the pre-school, along with substantial information of the activities provided for the children.

What has improved since the last inspection?

At the last inspection the group agreed to provide an action plan to show how a range of equipment would be provided for children aged 5-8 years; ensure that the pre-school operated within local planning requirements; ensure that the kitchen conformed to environmental health and food safety regulations; conduct a risk assessment on the use of the trampoline and hammer/nails activity; provide evidence of public liability insurance; provide a fire log book; develop an outings procedure and administration of medication policy; update complaints policy; keep a record of significant incidents and obtain a copy of the Area Child Protection committee procedures.

Fundraising took place to provide equipment for 5-8 year olds, satisfactory reports were received from the local planning and environmental health departments. The trampoline is no longer used and the hammer/nails activity was greatly improved by the provision of larger nails. Evidence of insurance was provided, a fire log book provided and required policies and procedures were developed and updated. Incident records are now kept and the group has a copy of the ACPC procedures.

What is being done well?

- Staff's commitment to on-going training ensures they are up to date on new developments in
- Early Years. Children benefit from being cared for by an experienced, qualified staff team.
- The staff plan effectively to provide an excellent range of stimulating and exciting activities and children are busy and active throughout the session. Children are challenged to use their imagination, explore and extend their growing skills.
- Staff interact well with the children, children are addressed by name and staff know them well. They listen to the children and respond to their interests, using praise and encouragement freely. This fosters a supportive and fun environment in which to learn and ensures that children feel confident and valued.

- Staff ensure that children with special educational needs are fully integrated through a positive partnership with the parents and other relevant agencies.
- The group builds strong relationships with parents. They work with the parents to support the children, by welcoming them into the setting and valuing their contribution through information sharing.

What needs to be improved?

- fire drill records

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
6	Increase fire drill record details to include details of any difficulties encountered.

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

How effective is the nursery education?

The provision for nursery education at Holton St. Peter Pre-school is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals. Children are presented with good resources and a wealth of stimulating activities to enable them to make very good progress in all areas of their learning.

The quality of teaching is also very good. Staff are well qualified and experienced. They competently provide a stimulating environment in which children are able to learn and have fun. They successfully balance free choice with purposeful sustained activities.

A good format for planning and assessments is in place. As a consequence activities are meaningful to children as individuals, enabling them to develop good self-esteem and confidence.

The leadership and management of the pre-school is very good . Both the committee and staff demonstrate their commitment to improving the care and education of children. Regular staff meetings, training, induction, appraisals and policy reviews take place to monitor and evaluate the effectiveness of the pre-school provision.

The pre-school has a good partnership with parents and carers. They have devised an effective routine for sharing information and encourage parents and carers to take part in sessions in order to have an input in their children's care and education.

What is being done well?

- The children are well taught and as a consequence they are learning and developing appropriate skills in all areas of the curriculum.
- Children are motivated to learn through the provision of good quality resources in a stimulating environment.
- Interaction is good, which enables children to feel valued. They are set realistic goals, with high expectations, and are able to enjoy their successes.
- Children are becoming very confident communicators, they initiate conversations with adults and amongst themselves. They take note of the listener and when engaged in conversations with each other following a theme.

What needs to be improved?

- There are no significant weaknesses to report arising from this inspection.

What has improved since the last inspection?
<p>The pre-school has implemented the key issues raised during their previous inspection, which were to monitor the new system of assessment to ensure that children's achievements across the six areas of learning are regularly recorded and used to inform planning; on the adult focus sheets record children's participation and response to the activity. This effectively ensures that the quality and continuity of the programme is maintained. The nursery has therefore made good progress in this area.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their interaction with staff, and they are able to express their needs and feelings well. They are learning to work as part of a group, taking turns and sharing fairly through a good range of planned opportunities. Children are highly independent in their choice of resources and activities and are therefore interested and motivated in their learning. Children show independence with hand washing, tidying up, pouring their own drinks and using the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are provided with excellent opportunities for mark making and they are beginning to write recognisable letters and to attempt writing for a variety of purposes, for example in the role play area. A good resourced writing area is available at all times to children. They listen with enjoyment and attention at group story times and are good at making up their own stories and re-telling stories in their own words. Children enjoy using books informally and during planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff maximise opportunities for children to count in routine activities. Most children are able to count to ten unaided, they recognise numerals and are able to join in many worthwhile planned activities to reinforce their learning. Effective use of board games reinforces knowledge of matching, shape, size and counting skills. Staff support children's learning by using mathematical language across the curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can differentiate from the past and present by talking about their families. Plans show they have looked at the lifestyles of a range of people through their themed work, for example Africa and India. Visits are made in the community to the fire station, farms, parks and the church, and the local dentist, police, nurse and vicar have made visits to the pre-school. Children's awareness of technology is achieved through their use of keyboards, computer with printer and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of large equipment especially outdoors to develop their gross motor skills. Good hand to eye co-ordination is used to manipulate small world resources and mark making equipment. Children are learning to use tools, construction and malleable materials with increasing control. Opportunities to develop skills in co-ordination and movement are made through regular movement to music sessions. Children have good self care skills in personal hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well in role play situations and are able to express their ideas using natural and man-made resources. Displays of children's work help to create a welcoming environment and a good point of reference for discussion. Children's sensory development is fostered through planned activities focussing on our five senses. Children have the opportunity to explore sound through singing and planned musical activities. A variety of taped music styles is played during sessions.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- reflect on recent training that staff have attended to see if improvements can be made to existing good practice.

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.