



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305195

DfES Number: 582657

INSPECTION DETAILS

Inspection Date	15/06/2004
Inspector Name	Rachel Ruth Britten

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Mobberley Pre-School Playgroup
Setting Address	Victory Hall, Town Lane Mobberley Knutsford Cheshire WA16 7HR

REGISTERED PROVIDER DETAILS

Name	Mobberley Pre-School Playgroup 1054730
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ORGANISATION DETAILS

Name	Mobberley Pre-School Playgroup
Address	Victory Hall Town Lane, Mobberley Knutsford Cheshire WA16 7HR

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

Mobberley Preschool opened in 1986 and is situated in the Victory Hall in the village of Mobberley. It is run by Mobberley Pre-school Committee and serves the local community of this semi rural area. The group operates five mornings a week from 09.00am to 13.00 pm, term time only.

There are currently 38 children from two to five years on roll. This includes 16 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions.

The setting currently has no children with special needs or who speak English as an additional language.

Four full time and two part time staff work with the children, of whom four have an early years qualification to NVQ level two or three. One member of staff will be working towards an early years qualification from September 2004.

The setting receives support from a teacher from Sure Start.

How good is the Day Care?

Overall the standard of the sessional day care is judged to be good.

The organisation of the day care is good, with good deployment of staff and planning of sessions. The environment is spacious and well set out, utilising a wide range of resources which promote children's development in all areas.

Policies, procedures and child details are satisfactory, although the child protection policy needs amending and the register should be accurate and up to date, including arrival and departure times.

The safety and care of children is generally good, with staff employing good hygiene procedures and being vigilant about safety during the session. Food and drinks are healthy and nutritious and child protection knowledge is sufficient.

First aid supplies and electrical safety checks should be improved/obtained. A system should be evolved for parent consent and recording of any medication which may need to be given.

The quality of activities and their impact upon children's progress is good. Staff interact, question, discuss, encourage and extend children's learning at every opportunity. There are well thought out themes, routines and evaluations of activities so that children are interested and involved. Discipline is positive and consistent and children with particular needs are given one to one time. Each child is noticed, encouraged and helped to learn, share and take part in all activities.

Parents are very happy with staff input to their children and receive good written information about the pre-school and their child's progress. Parents are involved with the committee and helper rota with those roles being clearly explained for them.

What has improved since the last inspection?

Seven actions were made at the last inspection. Three of these relate to policies, two of which have been amended so that the details required are now included to safeguard children, staff and parents. The child protection policy still requires contact details for the local police and social services and the procedure that would be used if an allegation of abuse were made against a member of staff. This has been made a recommendation following this inspection.

A further three actions relate to checks and consents. Staff checks are either completed or underway, and evidence of this is available for inspection, and there is one qualified First Aid person on the staff who has a certificate available for inspection. The checking of electrical appliances is still outstanding and has been made a recommendation following this inspection.

A seventh action to retain all written consents for a minimum of two years is being undertaken.

What is being done well?

- Staff interaction with children in questioning and discussing with children at every opportunity, so that their understanding is being extended and they are interested and involved.
- Staff deployment, team working and grouping of children, so that the sessions run smoothly and maximum time is spent meeting the individual needs of each child.
- The planning; organisation of the daily routine; evaluation of activities; and completion of developmental records, so that maximum use is made of session time and children's development is well monitored and documented.
- The range of well set out and diverse activities, utilising a large space and encouraging physical, constructive, imaginary and creative play, as well as developing writing, reading and mathematical skills.

- Healthy and nutritious snacks and drinks provided regularly to keep children healthy and promote their concentration.
- The skill of staff in providing positive and consistent discipline, applying strategies with good humour, so that children learn to behave well and develop social skills.

What needs to be improved?

- the daily register, so that it is always accurate and up to date and shows arrival and departure times
- the checks on the contents of the first aid box and the electrical appliances, so that the first aid box is appropriately stocked, and so that regular checks are made upon the electrical appliances that are used
- the child protection policy, so that it contains contact details for the local police and social services, and outlines the procedures to be followed in the event of an allegation being made against a member of staff
- the system for medication consent and recording, so that a system is in place ready for use.

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 the daily register is kept accurate and up to date, including arrival and departure times.
6	Ensure that current electrical appliances checks are available for inspection and that the first aid kit is adequately stocked according to recent advice.
7	Ensure that you evolve a system for medication consent and records of administration ready for use.

14	Ensure that the child protection policy gives contact details for the local police and social services together with the procedure to be followed in the event of an allegation being made against a member of staff.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals, in all six areas of learning. They are happy, secure and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the Foundation Stage. There is a planned programme of activities and experiences across all areas of learning. Organisation of staff and resources enables all children to make very good progress. They challenge, encourage and support children in their individual learning. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress, these are used as a tool to identify the next steps of learning. Staff continually evaluate the assessment system.

The quality of leadership and management is very good. The committee liaises closely with staff to ensure the pre-schools aims are carried out. They have a good relationship and a positive approach to the care and education for all children. Well articulated aims are achieved in practice, because the staff are skilful and work very well as a team guided by confident and well-informed management. They are committed to continuous improvement and training, they monitor and assess their provision, practice and children's progress, they then evaluate the actions taken for their impact on children's learning.

Partnership with parents is very good. Parents receive comprehensive information about the setting, including the educational programme. They are kept well informed about the activities children do and the areas of learning that these cover, through parents meetings and children's progress books. Parents share on a regular basis what they know about their child, this information contributes to their child's record.

What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment. where children are clearly valued and included. They are good role models and have a warm relationship with the children.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education. The observations and monitoring of children's achievements, ensure the planning of future activities are based on individual learning needs of the children.
- There is a good balance of free play and adult initiated activity within the

setting. Children are able to choose from a wide range of play materials which are easily accessible to them. They have freedom of movement to alternate from one activity base to another.

- The pre-school's routine incorporates active and quiet times allowing children to engage in physical and relaxing activities. Children show interest and are confident and secure within the setting. They enjoy the activities and make very good strides in learning.
- Effective systems are in place for keeping parents informed about their children's achievements and progress.

What needs to be improved?

- children's independence skills at snack time.

What has improved since the last inspection?

The pre-school has made very good progress towards implementing the two points for consideration made at their last inspection.

The setting now provides, during every session, dressing-up clothes including those which reflect diversity, and painting opportunities. The introduction of these two activities ensure all children are able to express their own ideas and feelings, extending their learning potential.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. They develop their confidence, independence and self reliance as they select their own activities and resources, except at snack time. Children demonstrate a high level of personal independence such as washing their hands and dressing themselves. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect. They enjoy celebrating festivals and special events.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative, for example when explaining the use of the trampoline as the hospital bed. Children are learning to recognise their names, can match sounds to letters and letters to form words. Children enjoy stories, they freely select books and have many opportunities to use their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, they count the number of children attending in each room with ease. They count and solve mathematical problems well in planned practical activities, as they share the zoo animals. They have a good understanding of addition and subtraction, as they negotiate with one another when playing the fruit game. Children recognise shape, they use language well to describe, size, shape, quantity and weight, in their everyday play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing the immediate surroundings around them. They examine and explore a wide range of objects, materials, and living things by using their senses. They look at similarities, differences, pattern and change as they examine and explore and taste various fruits. They are developing an awareness of the wider world as they celebrate festivals and special events. They have access to computers where they show confidence and use them well.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around the environment with confidence and good control. They show an awareness of space, and understand the safety aspects of themselves and others. They have many opportunities to develop strength and balance through using indoor climbing apparatus with skill. They understand the importance of keeping healthy through the theme 'our bodies' and healthy eating. They handle small tools such as writing implements, scissors, brushes, rolling pins and cutters with good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures in their newly made 'all about me' books. They express and communicate their ideas, thoughts and feelings by using a widening range of tools, imaginative role play, movement, design and singing songs with enjoyment. They make musical instruments. Children use small equipment well, fitting building and construction kits with dexterity.

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:

- provide further opportunities for children to develop their existing skills of personal independence.

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.