



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137313

DfES Number: 521455

INSPECTION DETAILS

Inspection Date 09/12/2004
Inspector Name Carol Ann Jeffrey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Liberal House Pre School Group
Setting Address Liberal House
Station Road
Orpington
Kent
BR6 0RZ

REGISTERED PROVIDER DETAILS

Name Mrs Janet Hayward

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

Liberal House Pre-School is situated in premises used by the Liberal Democrat Party, close to Orpington High Street. The group is privately owned and managed by Janet Hayward.

The group has been registered for many years and is well established in the area. Children attend from the surrounding community and the pre-school has close links with the local primary schools. Available play space for the children includes a play room and an outdoor area for physical play opportunities. Toilets and wash hand basins are located near to the play room.

The group operate from 09.15 to 12.15, Monday to Friday during term time only. In total, six members of staff work with the children on a full and part time basis. At least 50% of the staff group hold a recognised childcare qualification. All sessions include a snack period, and parents are asked to provide the food for this. The group provides milk and water.

The pre-school is registered with the Local Authorities' EYDCP to receive the education grant for funded 3 and 4 year olds. The pre-school is registered for 25 children and accepts children aged from two and a half years to five years. At present, there are 13 children on the register. The group supports children who have special needs and those who are learning English as an additional language. Activities are pre-planned in accordance with the Early Learning Goals.

How good is the Day Care?

Liberal House Pre-School provides good quality care for the children. The group focus on providing an environment where children can learn through play. In line with this philosophy, there is a range of activities for most areas of children's development. There is a consistent staff group who have a very good knowledge of each child's individual needs and interests. Staff are competent within their roles and are aware of their responsibilities. There is ongoing commitment to staff training and development.

The organisation of the session gives children opportunities to partake in small group work, specific to their needs. The environment is clean and reasonably well organised. Most of health and safety requirements are in place, and the group will ensure that the low level glass in the toilet area is made safe or inaccessible to the children. Three members of staff have valid first aid certificates. The nappy changing facilities are under review.

The children are able to use space freely and enjoy the equipment and resources in the group room. Festivals and celebrations are incorporated into the planning of activities.

Parents receive written information about the setting, and most of the documentation is in place. Staff are available to talk to parents on a daily basis and provide regular updates about their child's progress. Parental involvement is positively encouraged and parents are very happy with the quality of care provided.

What has improved since the last inspection?

N/A

What is being done well?

- Children take part in a wide range of interesting and well planned activities. They explore their environment energetically and play enthusiastically with the resources and equipment.
- Staff adopt an active role in promoting learning, creativity and development. There is a clear daily plan in place that allows the children access to free play and planned activities.
- Children are given plenty of time to practice and develop their skills and they are not rushed from one activity to another.
- The staff have developed very good relationships with children and are aware of their individual needs. They interact in a caring, supportive manner, enabling children to feel happy, settled and confident in their care.
- Staff are experienced in caring for children with special needs and have effective procedures in place to support their learning. Good liaison with parents and outside agencies enable children's individual needs to be met well.
- Staff have a consistent and fair approach to behaviour management issues. Clear guidance and praise ensures children are familiar with behavioural expectations. Children are confident with the well established routines.
- Staff provide parents with good information about the setting and their children's progress. Opportunities are available to parents to be actively involved in the group and parents' suggestions are valued.

What needs to be improved?

- to ensure that the children's times of arrival and departure are recorded, and that the Visitor's Book is maintained
- to ensure that nappy changing procedures are reviewed in order to effectively meet the children's needs
- to ensure that low level glass is safe or inaccessible to the children.

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.)

There are no complaints to report.

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 children's times of arrival and departure are recorded, and that the Visitor's Book is maintained.
4	Ensure that nappy changing procedures are reviewed in order to effectively meet the children's needs.
6	Make sure that low-level glass panels are safe or inaccessible.

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

How effective is the nursery education?

Liberal House Pre-School provides good quality nursery education where effective teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. Children are provided with a range of learning opportunities which enables them to explore and communicate their ideas. Staff question children to encourage their thought processes, although the use of worksheets can limit children's opportunities of learning through practical experiences. Children's personal, social and emotional development is well supported through positive relationships, opportunities to develop confidence and clear expectations of behaviour. Plans link well to the areas of learning and include interesting themes although they lack information on how activities can be adapted to help children progress. The staff are experienced in caring for children with special educational needs and there are effective procedures in place to support their development.

Leadership and management is generally good. Staff are actively supported to develop their skills and experience through training. There is a commitment to continual development and improvement and the established appraisal system supports this. Staff have clear roles and responsibilities although the organisation does not always give all staff opportunities to lead group sessions for example, during circle time and story time.

The partnership with parents is very good. Parents are encouraged to share what they know about their child to help staff plan for their learning. Parents receive clear information about the setting, curriculum and themes. Staff are available to discuss children's progress and there is a system in place to ensure parents access their child's developmental records. Parents are very happy with the quality of care provided and find staff friendly, supportive and approachable.

What is being done well?

- Children are confident, eager to join in with activities, and have good relationships with staff and their peers. Their behaviour is good due to positive relationships with staff and their consistent expectations.
- Staff plan a range interesting themes which build on children's experiences and encourages them to explore and investigate.
- Children with special educational needs are well supported. Staff effectively liaise with parents and outside agencies to ensure children's individual needs are met and goals for the future are identified.
- The pre-school has strong links with parents, who are happy with the service provided. Parental involvement is actively encouraged within the group and

parents have good opportunities to discuss their child's individual progress with staff.

What needs to be improved?

- opportunities for children to access information and communication technology resources
- children's developmental assessments, to ensure children's next steps for learning are identified
- the short term planning, to ensure information is included how activities can be extended or adapted to help children progress
- the use of worksheets so they remain purposeful and meaningful to the child.

What has improved since the last inspection?

A new assessment system has been established to monitor children's development which links to the six areas of learning. This enables staff to have a more balanced picture of children's learning in all developmental areas.

Parents are given opportunities to see their child's developmental records during annual open days and are able to add their written comments to the assessments. This aids information exchange between the home and the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, keen to try activities and can speak in a familiar group. They have good relationships with each other and with adults in the setting. Children behave well. They are learning to share, take turns and show consideration for others. They show increasing independence for example whilst using the bathroom, although they do not have opportunities to pour their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently, they initiate conversations and use language well. Some children use mark making as a means of representation, although this is not always fully encouraged by staff. Children enjoy listening to stories in both small and large groups, they concentrate well and anticipate what is going to happen next. There are some missed opportunities to link sounds to letters and the use of worksheets can limit opportunities to learn through practical experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in numbers and count confidently up to 10. They use mathematical language during everyday situations and have a good vocabulary to describe shape and size. Children learn about simple addition and subtraction during familiar number rhymes, although some rote methods of teaching are not age appropriate. Children use resources to encourage them to develop mathematical concepts, however the use of worksheets can limit opportunities to learn through practical experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct with confidence and skill and design with a specific purpose in mind. Opportunities are provided to explore the natural environment for example, collecting leaves in the garden. Visitors to the setting provide children with good opportunities to learn about the wider world for example, whilst learning about cultural events. Children have limited opportunities to develop their ICT skills. This area is not included within the activity planning and assessments systems.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good coordination whilst using a range of small equipment such as scissors, pencils and construction equipment. They are developing a good understanding of health and bodily awareness that is supported through the daily routines and discussions. Children are confidently able to use equipment such as balls, although there are insufficient opportunities for children to develop their climbing skills on a regular basis.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture using a range of materials for example, whilst using play dough and playing with the rice. They sing confidently and know the words to familiar songs from memory. They enjoy painting and have opportunities to use their self-expression during creative activities. Children engage in imaginative play, although staff do not always focus on this area to further develop their learning and resources could be more attractively presented to encourage better use.

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

- Plan to include more opportunities for children to use information and communication technology resources;
- Identify children's next steps for learning as part of the assessment process and use them to inform the planning to extend or adapt activities to help children progress;
- Ensure if worksheets are used they are purposeful and meaningful to the child to help them progress;

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.