



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110092

DfES Number: 521495

INSPECTION DETAILS

Inspection Date 14/07/2003
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Fingers Playgroup
Setting Address The Gospel Hall
Vernham Dean
Andover
Hampshire
SP11 0LD

REGISTERED PROVIDER DETAILS

Name The Committee of LITTLE FINGERS PRE-SCHOOL
COMMITTEE

ORGANISATION DETAILS

Name LITTLE FINGERS PRE-SCHOOL COMMITTEE
Address The Gospel Hall
Vernham Dean
Andover
Hampshire
SP11 0LD

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

Little Fingers Pre-school moved to its current premises in 1991 from the village of Faccombe. The pre-school operates from the Gospel Hall in the village of Vernham Dean. The pre-school has access to a kitchenette and toilets. There is a small tarmac area used for outdoor play.

The pre-school opens four mornings a week during school term times. Sessions last from 9:00am to 12:00pm. The pre-school is registered to provide 16 places for children aged between two and five years.

There are currently 22 children on role. This includes 12 funded three and four year olds. The pre-school accommodates children with special needs and children who speak English as an additional language.

Three part time members of staff work with the children. One member of staff has an Early Years qualification. One staff member is currently attending training. All the staff and committee are new to the setting since the previous inspection. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

How good is the Day Care?

Little Fingers Pre-school offers satisfactory care for children. All the staff are relatively new since the previous inspection however they have established their roles within the pre-school thus providing a stable environment where parents and children can feel secure and make relationships with familiar people. The management committee support the staff and show a good understanding of the National Standards and requirements for sectional care. All documentation is in place however some areas lack the necessary detail.

Staff give high priority to ensuring the safety and security of the children and most safety aspects are covered. Staff are aware of the hazards within the pre-school although they are not always recorded. Good hygiene is promoted and staff foster

the children's independence skills appropriately. A good range of healthy snacks are offered.

Children develop confidence and are secure in their environment. The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning. There is good support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The parents support the pre-school and liase with staff daily. Children's progress records are completed and shared with parents. Parents receive regular informative newsletters and good information relating to the curriculum.

What has improved since the last inspection?

N/A The previous inspection was Transitional and not applicable at this time.

What is being done well?

- Staff provide an effective play and learning environment where the children are able to make progress. The children are happy and settled, they move around freely and with confidence. (Standard 3)
- The room is well prepared for the children encouraging them to participate and become involved in their learning. (Standard 4)
- Staff are aware of the individual needs of the children. Staff use positive behaviour strategies to help children understand acceptable behaviour and consideration to others. (Standard 10 & 11)
- Staff provide good opportunities for children to initiate or choose an activity for themselves thus encouraging independence and self reliance.(Standard 5)

What needs to be improved?

- the procedures for lost children; (Standard 2)
- the procedures for recording risk assessments; (Standard 6)
- the policies for emergency accident and medication procedures; (Standard 7)
- the procedures to inform parents of the regulatory body; (Standard 12)
- the procedures for protecting staff from allegations of abuse; (Standard 13)

Outcome of the inspection

Satisfactory

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	update documentation to include procedures for: lost children, risk assessment, accident and medication, protecting staff from allegations of abuse, and providing information about the regulatory body.

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

How effective is the nursery education?

Little Fingers Pre-school offers good quality provision where the children enjoy learning through a wide range of stimulating and interesting activities. Effective teaching helps the children make very good progress towards the Early Learning Goals and the stepping stones. They make very good progress in personal social and emotional development, maths, communication language and literacy, knowledge and understanding of the world, physical and creative development.

Teaching is generally good with some minor weaknesses. The strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Staff use good consolidation techniques through repetition and questioning to enhance children's learning. Planning of the curriculum is effective however plans do not consistently show what the children are intended to learn. The play resources are of good quality and organised well to provide children choice in their play and encouraging their independence skills. Records of the children's progress are completed however staff do not use them effectively to plan for the next steps in learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is generally good. The supervisor knows her staff well and utilises their individual strengths and skills within the pre-school. The staff team are all new, however they work well as a team with clearly defined roles. Staff receive good support through the committee.

Partnership with parents is generally good. Parents are well informed about the pre-school its routines and activities. Records of children's progress are made available to parents each term.

What is being done well?

- Children relate confidently with each other and adults. Through well planned and organised activities the children are developing independence skills and confidently work independently at a variety of activities.
- Children respond enthusiastically to new experiences. They express their ideas freely through a good range of planned and spontaneous activities.
- The children's imagination is stimulated well through a good range of resources to develop their ideas and promote spontaneous creativity and imagination.
- There is a good range of activities available which enable children to explore and investigate through practical first hand experiences.
- Children are articulate and confident in their speaking skills. Staff encourage children to explore new words and extend their vocabulary confidently.

Children enjoy a good selection of books and reading resources including story sacks to promote their love of books.

- Children access a good range of physical activities through regular planned and spontaneous activities.

What needs to be improved?

- The planning of the curriculum to show what the children are intended to learn.
- Staff's assessment of where children are in their learning so that they can help them move to the next stage.

What has improved since the last inspection?

Improvement since the last inspection is very good.

Following training in the provision of physical activities for the under fives, staff provide good opportunities for children to develop their physical skills indoors and out through a good variety of planned and spontaneous activities.

Staff provide good opportunities for the children to develop their emergent writing skills using a good variety of mark making media during everyday practical activities.

The planning of the curriculum ensures all adults within the group are aware of the importance of scribing the children's own words onto their work.

Staff ensure counting rhymes are included in every session. Graphs are used to their full potential in recording mathematical concepts and referred to regularly to enhance the children's learning.

Additional resources have been purchased to improve children's recognition of numbers and written numerals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their needs and relate well to each other and adults. Children are encouraged to become self reliant and the regular routine encourages children to take responsibility for their environment. Staff are aware of the individual needs of the children and use positive behaviour strategies to help children understand acceptable behaviour and consideration to others. There are good opportunities for children to initiate or choose an activity for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and initiate conversations confidently with each other and adults. They are confident in finding their name cards and show a good understanding that print carries meaning. Children enjoy looking at books and reading resources including story sacks, independently and with adults. They contribute their ideas and experiences with enthusiasm. There are good opportunities for children to attempt writing with a variety of media and show confidence in their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to and beyond ten and most children are able to recognise numerals up to nine. Children are given good opportunities to use number and show that they understand size, shape and sequence. They are able to calculate and compare groups of numbers through practical every day activities. Good questioning techniques encourage the children to explore mathematical concepts of shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in design and making with a good range of recycled, malleable and construction materials to enhance their skills. Children use scientific tools such as magnets and magnifiers with confidence. They examine and show curiosity in man made and real objects for example honeycomb. They talk confidently about events happening in their own lives and are becoming aware of other cultures and traditions,.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children access a good range of physical activities through regular planned and spontaneous activities inside and out and show confidence in their physical skills. Staff promote hygiene routines well and foster children's independence appropriately as a result children have a good understanding of why they need to wash their hands for example before eating. Children are confident in controlling pens, scissors, brushes & pencils to develop their manipulative and small muscle skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children experience a good range of resources and activities to explore a variety of art media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including creative, music and movement. Children's imaginations are stimulated well with a good range of resources to develop their ideas and promote spontaneous creativity and imagination.

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 improve the following:
- increase staff's knowledge of how to plan and evaluate the curriculum consistently to show the children's learning intentions and how the activities can be adapted to suit children who learn at different rates or have particular needs;
- develop the records of the children's achievements and to ensure the progress reports contribute well to the children's overall 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.