



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137338

DfES Number: 518754

INSPECTION DETAILS

Inspection Date 29/09/2003
Inspector Name Anne Robertson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Robin's Den Pre-School
Setting Address c/o Hillside Primary School
Dyke Drive
Orpington
Kent
BR5 4LZ

REGISTERED PROVIDER DETAILS

Name Mrs Valerie Robbins

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

Robin's Den pre-school opened in 1982. It operates from one main room, which is a classroom of a primary school in Orpington. The group also share some of the school's facilities, such as the outdoor areas, library and school hall. Robin's Den serves the local area.

There are currently 40 children from 3 to 5 years on roll. This includes 16 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions. There are no children attending who have special needs. The setting currently supports a number of children who speak English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 09:00 until 12:00 noon.

Five full-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from mentors from the Early Years Development and Childcare Partnership. They are members of the Pre-school Learning Alliance.

How good is the Day Care?

Robin's Den pre-school provides good care for children. The premises are clean and well maintained. They provide a warm, welcoming and child-friendly environment for parents and their children. The day-to-day organisation of the pre-school is underpinned by comprehensive policies and procedures, from which a few minor details are missing. The required records are kept in good order, they are up to date and confidentiality is maintained.

The health and safety of the children is a priority within the pre-school. There are good security systems in place and detailed policies on health and hygiene are displayed on the premises. Useful information is gathered prior to a child attending the pre-school to enable staff to meet each child's needs appropriately. There are

clear boundaries for behaviour and consequently children generally behave well.

The pre-school has a very good range of toys and equipment. Staff plan the activities in advance to ensure that all areas of the curriculum are covered. Stimulating and enjoyable activities are provided, which give the children opportunities to initiate their own play or be directed by staff. Staff interact well with the children and question them appropriately to extend their knowledge.

The pre-school encourages working in partnership with parents. Information is displayed in the entrance hall and parents are invited to spend time in the group. They are kept regularly informed about nursery activities and their children's progress.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to carry out fourteen actions. These were concerned with improving some of the policies and procedures, carrying out health and safety risk assessments, increasing knowledge and resources which reflected a diversity of cultures and ensuring staff qualifications met with the requirements. The pre-school had taken positive action to carry out most of these actions and thus enhance the quality of the provision. Two minor additions to the policies and procedures are still required and are detailed below as recommendations.

What is being done well?

- The environment is made warm and welcoming by the good visual displays of children's work, pictures, posters and photographs. This enables parents to see the types of activities the children are involved in and identify from curriculum plans how this will help them to develop.
- There are detailed policies and procedures which have recently been updated to meet with new requirements. Staff and parents are made aware of these and some are displayed in the entrance hall.
- There is a very good range of resources which includes those which promote equality of opportunity. These are well displayed to attract the children's interest and the children are free to move around the room and make their own choices. Staff provide clear directions, use good questioning skills and assist the children when necessary.
- Behaviour management techniques are good. Children are made aware of what is unacceptable and staff use appropriate methods to re-enforce positive behaviour. Staff regularly praise and encourage the children's achievements.
- Partnership with parents is good. Although the security system implemented by the school has caused difficulties for parents to enter the pre-school at any time, staff have made positive efforts to overcome this problem. Parents who responded to the questionnaires were happy with the service provided.

What needs to be improved?

- the child protection policy and the complaints procedure
- the record of fire drills
- the recording of any special diets.

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	Include the numbers of children and adults in the record of fire drills.
8	Ensure information is gathered about any special dietary needs of children.
12	Include Ofsted's contact details in the complaints procedure.
13	Include, in the child protection policy, a procedure for dealing with allegations of abuse against a member of staff/other adult working in the pre-school.

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

How effective is the nursery education?

Robin's Den offers very good quality nursery education. Children enjoy learning through a wide range of interesting activities and are making very good progress towards the early learning goals.

Teaching is very good and staff have a sound knowledge of the foundation stage. They competently extend activities and build on children's curiosity. Spontaneous conversations and organised group sessions are skilfully used to link with activities and themes to re-enforce children's learning.

Children are making very good progress in communication, language and literacy and knowledge and understanding of the world. They are also making particularly good progress in mathematics. They are developing an understanding of addition and subtraction and confidently use mathematical language in freely chosen activities. Children speak confidently and enthusiastically on a wide range of subjects. Children's personal, social and emotional development is very good. They are confident in their interaction and work well in groups, enjoying many opportunities to make choices and decisions. Children behave well in response to the high expectations and sensitive support of staff.

Children regularly take part in a wide range of imaginative activities, usually outdoors, aimed at enhancing their physical development. Opportunities for creative development are generally good. Children enjoy role-play and arts and crafts using a wide variety of materials. Whilst they enjoy music, opportunities to play with musical instruments are sometimes limited.

The leadership and management of the setting are very good and there is a commitment to ongoing staff development. The individual skills of staff are recognised and effectively used to benefit the children.

Partnership with parents and carers is generally good. They are provided with a good range of up-to-date written information and, on occasion, join in activities.

What is being done well?

- Children speak confidently and fluently on a wide range of subjects as a result of the staff's consistent interest. They are provided with many opportunities to engage in conversation.
- Children are very well behaved, friendly and confident as a result of positive, warm support from staff.
- Children enjoy and learn from a range of interesting activities introducing mathematical strategies and number recognition.

- Staff plan an imaginative range of activities aimed at increasing children's knowledge and understanding of the world, including outings, interest tables and a variety of visitors.
- Staff have a clear understanding of the foundation stage; they are skilful in planning, implementing and extending activities. Staff supervise in a flexible manner, allowing children to make choices. They respond promptly when needed to provide additional resources as support.

What needs to be improved?

- the opportunities for children to play with musical instruments.

What has improved since the last inspection?

The setting has made very good improvements since the last inspection. Procedures for observations and written records have been introduced and are now used effectively to influence planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident in their interaction and readily suggest ideas to staff and to other children. They are enthusiastic in their learning, are able to play co-operatively and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently with adults and other children and often instigate complex conversations on a wide range of subjects. Many children are able to write their own names and correctly form letters and others are developing well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and understand the concepts of number value. They are able to recognise written numerals and correctly use mathematical language and strategies in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good knowledge and understanding of their immediate environments and the wider world. They enthusiastically embrace new topics and, with the support of staff, are able to link with other areas of learning to re-enforce their understanding.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to move confidently using a wide range of large apparatus. They are developing good co-ordination skills using equipment such as bats, balls and hoops and are able to effectively use a wide range of tools. Through planned topics and spontaneous activities they are developing a good understanding of health and hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are very imaginative in their role-play and are resourceful in adapting their games to include other children. They enjoy exploration of different arts and crafts materials and are able to produce complex and expressive pictures and models. The children sing enthusiastically and have a large repertoire of songs and action rhymes.

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:

- Point for consideration.
- Increase the opportunities for children to play with musical instruments.

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.