



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319274

DfES Number: 519434

INSPECTION DETAILS

Inspection Date 29/09/2003
Inspector Name Janet Fairhurst

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ravenside Pre-school Playgroup
Setting Address St James & St Basils Church Hall
Ravenside Road
Fenham
Newcastle Upon Tyne
NE4 9UB

REGISTERED PROVIDER DETAILS

Name The Committee of Ravenside Pre-school Playgroup

ORGANISATION DETAILS

Name Ravenside Pre-school Playgroup
Address 5 Ridgely Close
Ponteland
Newcastle upon Tyne
Tyne and Wear
NE20 9BN

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

Ravenside Pre-School has been providing sessional care for the last 34 years and was registered in 1991 under the 1989 Children Act. It is based within St James and St Basil's church hall which is located within Fenham, a residential area of Newcastle. The group has sole use of the premises during its opening hours. The children have access to a hall, toilet facilities and a cloakroom. In addition there is a kitchen and parents' room, although the children do not have access to these areas. Children have access to an enclosed grassed outdoor play area.

The pre-school provides places for a maximum of 30 children aged from two years six months to five years. There are currently 25 funded three-year-olds on roll, none of whom have English as additional language or special educational needs. There are no funded four-year-olds. The group provides five morning sessions from 09.30 to 12.00 for 39 weeks of the year, term-time only.

There are currently four members of staff employed to work with the children; three of the staff have relevant child care qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Ravenside Pre-School provides good day care for children in an environment that is warm and welcoming. The level of relevant qualifications among child care staff is good and there are opportunities for further relevant training which demonstrates staff commitment to continuous improvement. The pre-school staff work well as a team and are clear about their roles and responsibilities. The effective key worker system enables staff to establish consistent and good relationships with children and their parents. The operational plan is effective and ensures the smooth running of the setting.

Risk assessments are carried out and the safety and security arrangements are thorough. Positive steps to promote the good health of the children are in place

through good practises, medication and accident procedures.

Staff plan and provide a broad range of activities that positively contribute to the children's overall development and learning. Activities are presented to the children in an interesting, fun and thoughtful way which allows them to learn through their play. Children are confident, happy and have established warm relationships with the staff and their peers. They are fully involved and show great interest in the activities available to them. Staff meet children's needs well, through sensitive and appropriate interaction that promotes children's welfare and self esteem. There is a behaviour management policy in place which is realistic and well promoted by staff.

There is a good partnership with parents and carers which has a positive impact on children's learning. Parents are provided with good written information and kept well informed of their child's progress. Parents are welcome in the group and their participation is encouraged and valued. All relevant paper work is in place and is well maintained.

What has improved since the last inspection?

At the last inspection, it was agreed that advice would be sought from the Fire Safety Officer regarding methods of early fire detection. This has been carried out and smoke detectors have been fitted, which enhances the safety of the children and other uses of the group.

What is being done well?

- Good use is made of staff, space and resources to meet the children's needs. Staff are deployed effectively within the setting.
- Children take part in a range of activities and play opportunities which helps them to make progress in all areas of development. Staff communicate effectively with children on a one-to-one basis and in groups. An interesting activity programme is planned in advance and with consideration to children's individual learning stages.
- Staff promote the safety of children through their practise and policies and procedures. Staff understand and implement health and safety requirements and are vigilant about safety.
- Parent are provided with good written information relating to the setting and are kept well informed of their child's progress.

What needs to be improved?

- increase and upgrade staff's computer skills which in turn will inrease confidence to use the information technology equipment effectively and purposefully.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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

How effective is the nursery education?

Ravenside Pre-School Playgroup provides a welcoming environment where children make very good progress in all six areas of learning.

The children's behaviour is very good. They show concern for others and demonstrate increasing independence.

Staff are dedicated, committed and valued by a strong, effective manager. The daily routine is well-balanced and runs smoothly. The staff plan well to provide fun and exciting activities that help the children to make progress in their development, although further improvements could be made in the programmes for Communication, Language and Literacy and in Mathematical development.

Leadership and management is very good. Communication between the manager and the staff is excellent, helping to ensure that there is continuous monitoring and evaluation of the provision and activities. A suitable staff development process and access to relevant training demonstrates the commitment to continuous improvement of the staff and the care and education of the children.

Partnership with parents is excellent. Parents' views are welcomed and their involvement encouraged. Termly open evenings and photographic displays show parents what their children are learning and how they are progressing.

What is being done well?

- Staff are experienced, committed and enthusiastic. They plan effectively to provide fun and interesting activities to help children make progress in all areas of their development.
- The bright environment, smooth daily routine and well-defined play areas help children to settle quickly and select tasks independently.
- Children behave very well. They are keen, purposeful and show concern for others.
- There are excellent opportunities for children to develop their imagination through role play, using a very good range of props such as dressing up clothes and real life articles such as telephones and typewriters.

What needs to be improved?

- There are no significant weaknesses to report but consideration should be given to improving the following:
- opportunities in the programme for Communication Language and Literacy, to help children understand that text is associated with sound and meaning

- the frequency with which mathematical language is used with the children.

What has improved since the last inspection?

The playgroup has made very good progress in addressing the key issues from the last inspection.

Children now have daily access to a computer which they use competently and with enthusiasm. Children role play using a range of real life objects such as typewriters, calculators and programmable toys.

Further details have been added to the brochure given to parents which describe the good quality education provided by the group.

Examples of the children's artwork are still scarce but this is because the accommodation must be completely cleared after each session, including wall displays.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form excellent relationships with their peers and with adults and their behaviour is very good. They are keen to participate in all activities and select tasks independently, approaching adults for advice and assistance when necessary. They confidently express their ideas and show curiosity about the world in which they live.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are clear, confident speakers and listen attentively when others speak to them. Throughout the playgroup session there are many opportunities for the children to write through participation in supervised activities and self-selected activities. There is a good selection of books available to children, though there are missed opportunities to explore text.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can count up to ten and some beyond. They are beginning to represent numbers using markers and correctly use the number name. Some of the children are beginning to understand the concept of subtraction and use this to solve practical problems. There are frequent opportunities for children to count throughout the session. More mathematical language could be used to help children express mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have frequent opportunities to talk about significant events in their lives and they are developing good information technology skills through frequent access to a computer and programmable toys. They purposefully use a selection of tools, both large and small, to manipulate malleable materials and to form shapes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to develop physical skills through participation in a range of fun activities and daily access to a wide variety of small and large equipment. They are beginning to co-operate with one another, to initiate movement of toys that they can sit on in order to propel, and use gestures to express their imagination and ideas.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have excellent opportunities to develop their imagination through role play using a very good range of props, such as dressing-up clothes and real life objects such as typewriters, calculators and mobile phones. They express their ideas, thoughts and feelings through an interesting range of well-planned and spontaneous activities.

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 key issues to address at this inspection, points to consider include:
- make full use of opportunities for children to understand that text links with sound to ensure that children gain the most from the good range of books available to them, and to help them understand that the marks they make when writing can convey meaning
- ensure that mathematical language is introduced into the children's vocabulary to enable them to express mathematical concepts.

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.