



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251551

DfES Number: 584703

INSPECTION DETAILS

Inspection Date 11/05/2004
Inspector Name Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lavenham Pre-School
Setting Address c/o Lavenham Primary School, Barn Street
Lavenham
Sudbury
Suffolk
CO10 9RB

REGISTERED PROVIDER DETAILS

Name The Committee of Lavenham Pre-School

ORGANISATION DETAILS

Name Lavenham Pre-School
Address c/o Lavenham Primary School, Barn Street
Lavenham
Sudbury
Suffolk
CO10 9RB

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

Lavenham Pre-School opened approximately seven years ago on the school premises. It operates from one room, the dinner hall which is separate to the main school buildings of Lavenham Community Primary School in the village of Lavenham. The pre-school serves the local area and surrounding villages.

There are currently 11 children from 2 to 5 years on roll. This includes six funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and there are no children who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09:15 until 11:45.

There are three full time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are no staff who are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Lavenham Pre-School provides good quality care for children. The staff's knowledge of child development enables them to provide a safe and secure environment. Children and their parent/carers are warmly welcomed. The high adult ratio ensures children have all the support they need to feel valued and confident. The organisation of the resources encourages children's independence and supports their overall development very well. Most documentation is in place.

The systematic risk assessment enables the staff to maintain the safety of the children both indoors and outdoors. Staff pay high priority to children's personal hygiene and dietary needs ensuring they are aware of healthy practices. The

children's needs are well met and individual family cultures are respected enabling the children to develop a high sense of self esteem. The children's welfare is paramount.

Children experience a wide range of activities, which are creatively presented by the staff to support children's overall development. The children know the agreed codes of behaviour for the group and their behaviour is very good.

The partnership with parents is good. They have access to a range of good quality, clearly written policies and procedures. The parents are informed of what is happening in the group through regular newsletters and an informative parents' brochure. They are encouraged to ask for regular updates on their child's progress.

What has improved since the last inspection?

At the last inspection the provider agreed to a number of actions. These have all been completed.

The pipes and wiring have been made safe ensuring children are protected from harm.

Julie Andrews has been nominated the deputy and is capable of taking charge in the absence of the manager.

The premises are now in a good state of repair and children follow appropriate hygiene practices when washing their hands which ensures a healthy environment for them.

A regular comprehensive risk assessment is carried out ensuring the childrens' safety at all times.

The registration system is now completed correctly to ensure an accurate record is maintained of the childrens' and adults attendance.

What is being done well?

- The imaginative use of resources and organisation of space creates an interesting and easily accessible play environment for children to support their overall development.
- The staff's underpinning knowledge of child development enables them to develop warm and trusting relationships with the children. The adults listen to what children say and show high levels of interest in what the children are doing.
- The warm and welcoming environment for both children and parents promotes self esteem and confidence in the children and encourages them to settle quickly and engage in purposeful play.
- The clear and systematic risk assessment carried out by staff and the nominated voluntary health and safety officer maintains the safety of the

children are at all times.

What needs to be improved?

- documentation, to include the regulator's contact details in the complaints procedure.

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
12	Ensure the address and telephone number of the regulator is included in the complaints procedure.

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

How effective is the nursery education?

The provision for nursery education at Lavenham Pre-School is of high quality. Children are making very good progress towards the early learning goals.

The quality for teaching is very good. Staff manage the children extremely well encouraging very good behaviour at all times. They plan an imaginative and novel variety of focused activities and understand what children learn from them. Staff creatively organise the space and good quality resources indoors to provide a stimulating learning environment where children feel valued and can develop their confidence and self esteem.

Staff give individual children high levels of support. Children with special educational needs have their needs anticipated very well. Staff use effective questioning to promote children's developing understanding of simple calculation skills and encourage them to think and problem solve. The very good balance of child and adult initiated activities enables children to progress in their learning.

Staff assess children's learning using direct observations and use the information to plan for the child's next step. The records are shared with parents, who are able to contribute achievements made at home.

The leadership and management is very good. The staff work collaboratively as a team sharing the workload to provide an effective learning environment. The education programme is monitored to ensure children are experiencing a broad based curriculum. The manager acts promptly on advice from the Early Years Development and Childcare Partnership and implements changes gradually.

The partnership with parents is very good. They are given excellent opportunities to understand what their child should be learning through well written information and parent evenings. Parents are encouraged to take part in their child's early education by being part of the management committee, providing resources and helping out during the sessions.

What is being done well?

- Children's personal and social development is being excellently fostered. They treat each other with respect and play cooperatively using talk to solve minor disagreements and share and take turns fairly. Children learn about looking after themselves and others through taking Billy the teddy bear home and meeting his imaginary personal needs
- Children are given very good opportunities to ascribe marks to meanings and write for a purpose. They construct imaginative stories and illustrate these with creative drawings. Children have many opportunities to use writing and illustrations to record their feelings and observations.

- Staff use very effective questioning to enable children to demonstrate what they know and understand.
- The staff provide a rich stimulating learning environment in doors which promotes children's independence, giving them attractive choices where they can persevere and complete activities to their satisfaction.
- Children are developing excellent information technology skills using the computer. They confidently manipulate the mouse and work through simple programs to support their learning, especially number and simple calculation skills.
- The staff provide good provision for children with special educational needs. They are anticipatory in their practice and work well with parents and other agencies to enable the children to progress in their learning

What needs to be improved?

- the outdoor environment to promote learning in all areas of the Foundation Stage curriculum
- the planning to show how learning intentions and individual children's needs will be met through activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have implemented activities to support children's problem solving skills, a system to record children's learning and opportunities to practice handwriting, which were all key issues in the previous inspection report.

The staff provide meaningful opportunities for children to problem solve using number, for example, laying the table at snack time. They also provide children with choices throughout the session.

The staff have introduced an effective assessment system which is used to identify children's next steps and enables them to progress in their learning. Parents are given regular opportunities to contribute to the records.

Children are given opportunities to experience activities to develop their handwriting skills. They paint large circles on the playground and regularly use a good variety of mark making tools.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing excellent social skills, they share and take turns and are developing care and concern for each other through experiencing novel activities. They have excellent attitudes to learning, approach activities with enthusiasm and show high levels of involvement. Children are becoming personally independent in choosing from a wide range of good quality resources and activities. Their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use talk for a wide variety of reasons, to organise play and retell familiar stories, and elicit support from adults and each other. Some children are able to write captions to their drawings and use writing as a means of communication in imaginary play areas. Children use books for pleasure and reference purposes and enjoy recalling familiar ones during their play. They participate with enthusiasm in songs and rhymes, which they quickly memorize.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count confidently and reliably over ten. They initiate and enjoy participating in number games. Children represent numbers using their fingers and marks on paper when recording observations. Their understanding of number and solving simple problems is promoted as they take part in laying the table at snack time. Children recognise simple 2D and 3D shapes and spend time enthusiastically participating in construction activities where they solve problems using shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing very good investigation skills using all their senses and recording their findings using graphs and drawings. They are able to practice and progress in their design and making skills using a good range of natural and man-made resources and tools to effect change. Planned activities help children to notice changes that occur, for example cooking activities and playing with ice. Children explore the natural world when taken on outings to places of interest.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience challenges to develop their gross motor skills outdoors. They confidently climb steep gradients and rope ladders, balance on smooth logs, jump off the apparatus landing on two feet and skilfully manoeuvre bikes around obstacles. Children handle tools well, they use scissors, paintbrushes, pencils, knives and cutters with increasing control. They have a good sense of personal space when sitting in large groups and working alongside each other.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are able to effectively explore colour, shape, texture and space in two and three dimensions on a small and large scale. They have excellent opportunities to engage in and listen to others creativity, for example with music and poems. Children are able to use their imagination during role play exploring ideas and acting out familiar scenarios in small and large groups. They communicate their ideas imaginatively using paint, words and models from natural and man made materials.

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 the following:
- further develop the planning to show how learning intentions will be met and how adaptation of these will be made for individual children.

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.