



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253043

DfES Number: 523131

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Sue Carrington

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sutton Centre Under 5's Preschool
Setting Address Sutton Centre
High Pavement
Sutton-in-Ashfield
Nottinghamshire
NG17 1EE

REGISTERED PROVIDER DETAILS

Name The Committee of Sutton Centre Under 5's Preschool

ORGANISATION DETAILS

Name Sutton Centre Under 5's Preschool
Address Sutton Centre
High Pavement
Sutton-in-Ashfield
Nottinghamshire
NG17 1EE

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

Sutton Centre Under 5's Pre-school was registered in 1994. It is a parent committee run child-care provision and operates from a large room within a community school complex in the middle of town. There is access to a secure outside play area. The pre-school serves the local community of mixed economic backgrounds and children attend from the local geographical area.

The setting is open during term time only. They operate Monday-Friday between 09:15 and 11:45 and Monday, Wednesday and Friday afternoons between 12:45 and 15:15. They currently have 31 children on the register including 17 three-year-olds and 12 four-year-olds. The pre-school has no children with special educational needs or those who speak English as an additional language.

Four staff members work with the children. All have level three child care qualifications. The setting receives support from the Nottinghamshire Early Years Specialist Support Teacher.

How good is the Day Care?

Sutton Centre Under 5's Pre-school provides good quality care for the children. The staff team all have level 3 child care qualifications. They continually increase their knowledge in child care by attending additional training courses. They work well together to provide a stimulating environment for the children.

The wide range of equipment and play materials are suitable for children's stage of development. They include many items reflecting different cultures and lifestyles. Effective use of available space enables all children to access appropriate activities of their choosing. Staff ensure a safe and comfortable environment and daily recorded checks are carried out to ensure this is maintained at all times. They do not have the current child protection document, although procedures are in place to protect the children. They generally provide suitable standards of hygiene, and toys and equipment are well-maintained. Documentation is suitably recorded.

Activities and play opportunities to support children's learning are planned and provided. Staff interact well with the children and encourage their progress in all areas of development. They manage children's behaviour in a very positive way and encourage children's self-esteem and confidence by praise and encouragement. A variety of nutritional snacks are provided.

Staff work well with parents, they exchange daily information about the care of the children to ensure their needs are met. Development records are available to parents at all times and they are very involved in their children's learning. Parents are well informed about the aims of the pre-school and the policies and procedures are available to parents at all times.

What has improved since the last inspection?

At the last inspection the setting were asked to address six actions; ensure a sick child policy was in place, provide an action plan detailing when the deputy would achieve her level three qualification, provide documents to Ofsted verifying the identity of both the person in charge and the committee representative, devise an operational plan for the safe conduct of any outings, ensure the registration system for staff and children was improved and include Ofsted's telephone number in the complaints procedure.

All six actions have been addressed, ensuring a safer and more efficient management of the provision.

What is being done well?

- A bright colourful environment is provided for the children with their art work relating to topics, commercial and home-made posters depicting numbers and letters all providing a stimulating environment for the children to learn in.
- The activities are presented well for the children. Staff ensure that a wide range of equipment and materials are available for children to benefit well from each activity. Children know where everything is. They are confident to freely access the well organised labelled containers in which equipment and toys are stored for additional items to extend their play.
- A wide selection of fresh fruit is provided daily for the children. This often includes more exotic fruit such as mangoes and guava. This extends the children's cultural knowledge as staff describe which country it has been grown in, while also promoting healthy eating.

What needs to be improved?

- the hand washing practices, ensuring they always occur before the children have their snack
- knowledge of the current child protection document.

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 |
|-----|--|
| 7 | Ensure good hygiene practices are in place regarding hand washing before snack |
| 13 | Increase knowledge of the current child protection document. |

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

How effective is the nursery education?

Sutton Centre Under Fives Pre-school offers good quality nursery education where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff form good relationships with the children and create a happy learning environment. Good behaviour is promoted well with staff taking opportunities to praise and encourage children as they work and play. Clear planning systems have been established and they link closely with the early learning goals in order to support balanced coverage across all aspects of learning. Children's progress is recorded and used to effectively match activities and teaching strategies to individual learning needs. Children are grouped appropriately and each child has a key worker. The current organisation of the daily routine is not used effectively to challenge children in maths and design. Systems are in place to provide suitable support for both children with Special Educational Needs and for children who speak English as an additional language.

Leadership and management are generally good with a clearly defined organisational structure and staff responsibilities. Staff and committee are open to new ideas and show a commitment to on-going development. Internal systems such as staff meetings and suggestion boxes as well as links with external advisors help the pre-school to monitor and review its provision.

Partnership with parents is very good. Parents receive useful information about the pre-school and the curriculum through booklets, notice boards and both informal and formal opportunities for discussion with staff. Progress reports are compiled from observations and assessments of the children. These are shared with parents who can add their own comments. Links between home and pre-school are furthered through a book share scheme.

What is being done well?

- Children are confident mark makers. They take opportunities to access all the available resources provided and write purposefully in their play. They enjoy writing on paper attached to clip boards to record information sought from each other and the staff.
- Children access a wide variety of both free-play and planned opportunities for physical and energetic play at every session. They are developing good small and large muscle skills through a very good range of resources and activities.
- Many opportunities are provided for the children to express their imagination through music, art and stories. They engage in many different role play experiences, this helps to increase their ever developing social skills as they seek others out to join in their imaginative world.

What needs to be improved?

- opportunities for the children to develop mathematical ideas and solve practical problems
- opportunities for children to build and construct with a wide range of materials, select appropriate resources, tools and techniques to shape, assemble and join materials of their own choosing.

What has improved since the last inspection?

Very good progress has been made in addressing the two key issues from the last nursery education inspection in 2000.

They now ensure that the assessment system covers all aspects of the learning areas. The planning effectively addresses the level of development of each child. Staff are responsible for completing the individual assessment records of each child following regular observations. This information is used to plan for the children's future learning.

They have developed a system to ensure that all parents' and carers are well-informed about their child's progress and learning. On-going assessment records have been devised which include parental input. They are shared at parents evenings and parents have opportunities to contribute to the running record. Information is sent home to parents about the forthcoming topics and include ideas on how the topic can be extended at home.

Now these key issues have been addressed it ensures a richer learning environment for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing effective relationships with staff. They are confident and motivated to learn. They select resources and activities independently. Children show care and concern for others, one 4-year-old wiping up split juice for another. They are developing their understanding of diverse cultures and beliefs through planned topics such as Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children are confident speakers and use language to share their thoughts and ideas during play. Children enjoy stories read by staff and demonstrate early reading skills by handling books correctly and recognising their names. All children make meaningful marks continually within their play. Older children form letters and write their names and simple words and sentences clearly, forming party invitations, writing out menus and recipes for their Mother's Day party.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are beginning to count confidently in their play and recognise numerals on the displays and on puzzles. Children sort, sequence, match and make patterns at a variety of planned activities. They recognise simple shapes and use the computer to extend this area of learning. Children sing number rhymes and some planned activities are used to help children solve simple mathematical problems. There is a lack of spontaneous opportunities for calculation in everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy growing and caring for plant life. They investigate change such as mixing water and soil to make mud. Children use the computer and are learning to operate the mouse. They have opportunities to build with a variety of construction toys, however opportunities to develop design making skills are limited. They make maps enthusiastically and use the globe to identify where different animals live. Children discuss their lives and families.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are adept at using a good range of both large and small equipment. They learn to pedal wheeled toys, developing their control and co-ordination well. With good adult support they learn to balance successfully. Children's manipulative skills are being suitably developed through using pencils, threading beads and scissors. Children are learning to keep themselves healthy by eating fresh fruit daily and washing their hands after using the toilet.

CREATIVE DEVELOPMENT

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

Children use paint and different materials to create their own pictures and party invitations. They enjoy singing and are successfully learning songs from memory. They enthusiastically accompany the story "Going on a Bear Hunt" making different sounds with both home made and commercial instruments. They build 2 and 3 D models with junk materials. Children use their imagination through a range of experiences; role-play, construction toys and movement.

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

- Extend opportunities for the children to develop mathematical ideas and solve practical problems.
- Extend opportunities for children to build and construct with a wide range of materials, select appropriate resources, tools and techniques to shape, assemble and join materials of their choosing.

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.