



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 154070

DfES Number: 513154

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Manor Pre-school and Out of School Unit
Setting Address Manor Way
Ivybridge
Devon
PL21 9BG

REGISTERED PROVIDER DETAILS

Name The Manor Pre-school Unit 1055093

ORGANISATION DETAILS

Name The Manor Pre-school Unit
Address Manor Way
Ivybridge
Devon
PL21 9BG

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

Manor Pre-school and Out of School Unit was first registered in 1995. It now has exclusive use of a prefabricated building within the grounds of Manor Primary School in Ivybridge.

The building provides two large rooms and associated facilities. There is a lawned outside area for play, and the group can also access parts of the larger school playground. The group opens for pre-school sessions from 08:45 until 11:45 Monday to Friday. On Mondays, Tuesdays, Thursdays and Fridays afternoon sessions are held from 12:30 until 15:00. On these days a lunch club is offered from 11:45 until 12:30. Care for children before and after school operates from 08:00 until 08:45, and from 15:00 until 18:00 Monday to Friday. The holiday play scheme is open from 08:00 until 18:00, Monday to Friday, during school holidays.

There are 88 children currently on roll, including 22 funded 3-year-olds and 15 funded 4-year-olds. Children with special educational needs can be supported.

Seven staff, working a mixture of full and part time hours, work with the children. Two members of staff hold a Diploma in Pre-School Practice, one holds an NVQ 3, and two hold an NVQ 2. Two further members of staff are working towards an NVQ 3. A voluntary committee manages the group, and it receives support from the Early Years Development and Childcare Partnership. The group is a member of the Pre-School Learning Alliance, and is currently undertaking its quality assurance programme.

How good is the Day Care?

Manor Pre-school provides good quality care for children.

The group is led by a play leader with good experience and a high level of qualification. Her team are also well qualified, and work well together in monitoring children's safety and welfare. Overall, the group is organised and roles are clear.

Adults have created a bright and cheerful environment in which to welcome children and their parents, and resources and equipment can be easily accessed by children during their play. Documentation and record keeping is largely in order, with only minor amendments necessary.

Children are safe and well cared for. Though there are occasional lapses in the monitoring of access to the building, staff have a strong awareness of risks and hazards. They have good systems for the safe collection of children, and for ensuring fire safety. Medical issues are well managed, and healthy items are regularly included in snack times. Although there is not yet a named person for child protection issues, staff do have an increased awareness of policies and procedures, and deal with concerns effectively.

Adults provide a broad range of activities, and monitor children's progress closely. They work hard at promoting inclusion, and are supportive of children with special educational needs. They also manage children's behaviour positively.

Parents are provided with good amounts of information, both about the work of the group and about their child's progress. The effective key worker system ensures that parents are very clear about whom they can approach for information and support.

What has improved since the last inspection?

At the last inspection the group agreed to ensure that staff were fully aware of child protection issues and were able to implement the child protection policy; to ensure the kitchen met environmental health and food safety standards; and to ensure Ofsted's role was outlined in the complaints procedure. Staff knowledge of child protection procedures has improved, although there is not yet a named person for child protection issues. The kitchen is now hygienic, and appropriate procedures are in place for the handling of food. These improvements contribute towards increasing the safety and well being of children in the setting. However the role of Ofsted is not clear in the complaints procedure.

What is being done well?

- Adults are well supported in their pursuit of further training and professional development.
- There is a high ratio of adults to the numbers of children attending, giving rise to many opportunities for individual support for learning.
- Adults plan and provide a broad range of activities.
- Key worker systems are effective in ensuring that children's progress is closely monitored and that parents are kept well informed of their child's progress.
- Support for children with special educational needs is proactive and competent.
- Healthy items are included in snack times.

What needs to be improved?

- the clarity with which the role of the regulator is identified in the complaints and child protection procedures, and the level of detail in the procedures for dealing with an uncollected child
- the appointment of a named person to manage child protection issues
- adults' monitoring of access to the building
- the accessibility of drinking water and equal opportunities resources to children.

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	Ensure that access to the building is monitored by adults at all times.
13	Ensure that a named member of staff for child protection is appointed and supported in the role.
14	Clarify the role of the regulator in respect of both the complaints procedure and the child protection policy. Ensure the procedure for dealing with an uncollected children is clearly laid out within the operational plan.

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

How effective is the nursery education?

Manor Pre-school provides good quality nursery education. Children are making generally good progress towards the early learning goals, with very good progress in personal social and emotional development and physical development.

The quality of teaching is generally good. Although planning does not cover some parts of the curriculum with sufficient regularity, staff do know children's individual abilities very well, setting appropriate challenges for them within the session. Evaluations of adult deployment do not always show the occasional uneven spread of responsibilities, but staff do manage children's behaviour well, and support for children with emerging special educational needs is proactive and appropriate. Staff also make good use of the very regular assessments they make of children's progress. This information is used well in further planning.

The leadership and management of the setting is generally good. The supervisor and her deputy are committed to supporting their team in giving the children a positive learning experience. They can identify most of their weaknesses and challenges, and wholeheartedly support staff in accessing further training.

The partnership with parents is generally good. Whilst acknowledging that more could be done to involve parents in their child's learning, adults ensure that parents receive good amounts of information both about the group and their child's progress.

What is being done well?

- Support for children preparing to attend school is purposeful and effective.
- The curriculum for personal, social and emotional development and physical development is well delivered by adults, leading to very positive outcomes for children.
- The observations and assessments made of children's progress are well used in further planning.
- Parents receive good quality information about their children's progress.

What needs to be improved?

- the coverage of the entire curriculum and the identification of learning objectives for main activities
- the assessing of children's progress against all parts of the curriculum
- the evaluation of adult's teaching practice and deployment to more fully ensure that incidental opportunities for extending children's understanding

are taken up, and children access a variety of teaching styles.

What has improved since the last inspection?

The group has made generally good progress since the last inspection when a number of areas for improvement were identified.

The group was asked to develop free reading and writing opportunities, and these are now available throughout the session, and children make good use of both the book corner and writing tables. They were asked to give children more practice in recreating mathematical patterns and sequencing, and these activities now take place regularly. They were also asked to give children better opportunities to investigate the world around them, and this part of the curriculum is now well covered in planning. The curriculum for creative development has also been improved as requested, with regular art and craft activities planned. These improvements to both the planning and delivery of the curriculum have broadened the educational experiences of the children attending.

Three further areas were also highlighted at the last inspection as areas for improvement. These were to increase the provision of multicultural resources; provide children with opportunities to practice mathematical problem solving; and make better use of the role play area for imaginative play. The group has made less progress in these three areas, limiting children's access to these aspects of the curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly, and are excited by and involved in their learning. Older children are particularly keen to answer questions during group activities. Children are developing their skills in sharing and building relationships. They co-operate well during group activities, taking turns on the climbing frame. They show growing independence in taking care of themselves, changing for physical activities, and are well prepared for the transition to school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators with growing vocabularies, for example, discussing their toys at home at length. They are making good progress in linking sounds and letters, with many children well able to recognise most of the alphabet. Many children can write their names without assistance and make good use of writing materials throughout the session. Children listen to stories and make regular use of the book corner, asking adults to read to them during free play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can readily count beyond ten, and can reliably identify the sequence of numbers. Children count each other during registration time. They can identify a broad range of shapes and use comparative language with increasing skill, such as when talking about the sizes of storage boxes for their toys at home. However, children do not access activities that support their understanding of mathematical problem solving with sufficient regularity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show genuine curiosity about the world around them, and their understanding of how things work and grow is developing well. They can identify features of the landscape they would see from a train window, drawing sheep, trees, and buildings. They are also gaining an increasing understanding of the progression of time. However, children do not take part in activities that encourage their appreciation of difference and diversity, or information technology, frequently enough.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence, and are clearly developing their balancing and co-ordination skills when using the climbing frame and other apparatus. They can use a range of large and small equipment with increasing dexterity, such as bikes, balls, pens and scissors. Children are also growing in their understanding of the need for personal hygiene, and know, for example, that germs are invisible but still do us harm.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy using a variety of materials to make artwork, both in 2 and 3 dimensions. They regularly take part in musical activities, and know the words and actions to many songs. They respond to what they see and do well through drawing, but opportunities to talk about their lives are sometimes limited by the structure of the session. They do make use of the role-play area, playing imaginatively, but are not always encouraged to do so sufficiently.

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

- Ensure that the whole curriculum is covered fully, and identify learning objectives for activities more clearly. Assess children's progress against all parts of the curriculum.
- Evaluate teaching practice and adult deployment more fully, to ensure that incidental opportunities for extending children's understanding are taken up, and that children access a variety of teaching styles.

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.