



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 137321

INSPECTION DETAILS

Inspection Date 15/10/2004
Inspector Name Teresa Evelina Coleman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Learners Pre-School Group
Setting Address St Francis Hall
Greencourt Road
Petts Wood
Kent
BR5 1QW

REGISTERED PROVIDER DETAILS

Name Mrs Sandra Woolgrove

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Little Learners Pre-School is part of a group of three pre-schools and one day nursery in the London Borough of Bromley. The group is owned by Mrs Sandra Woolgrove. The pre-school opened in 2001 and operates from the church hall at St. Francis Church in Petts Wood. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:15 during term-time only. The children have access to an enclosed outdoor play area.

There are currently 34 children aged from 2 to under 5 years on roll. Of these, 32 children receive funding for nursery education. The pre-school serves families from the local community. The pre-school does not currently have any children attending who have special educational needs. It supports a number of children who speak English as an additional language.

Five members of staff work at each session, including the pre-school leader who is a qualified early years teacher. All other staff hold appropriate childcare qualifications.

How good is the Day Care?

Little Learners Pre-School Group provides good care for children. The group offers a warm, welcoming environment where children can feel secure and confident. Staff establish effective relationships with children and are able to meet their individual needs in a sensitive, caring way. Staff provide good role models. They have realistic expectations of children's behaviour and set consistent, appropriate limits. Positive behaviour is promoted through the use of praise and encouragement and children are well-behaved and play co-operatively with others.

The pre-school provides a varied range of interesting activities across all areas of children's play, learning and development during the free play part of the session. However, on the first day of the inspection the children spent a disproportionate length of time engaging in adult-directed activities, rather than those they had freely chosen. Staff are fully involved in children's play and extend children's language development through talking and listening to them and by asking questions.

The staff work well as a team and are aware of their roles and responsibilities. However, there is no named deputy. If the leader is absent, a member of staff is chosen to deputise.

Staff demonstrate a good understanding of equal opportunities issues. There are good systems in place to support children with special needs. Staff are aware of their child protection responsibilities.

Staff promote all areas of health, safety and hygiene and ensure that appropriate levels of supervision are maintained at all times.

Parents are welcomed into the pre-school and staff maintain relaxed relationships with them, through informal discussions. There is an effective keyworker system in place and staff endeavour to keep parents informed about their child's progress.

All necessary documentation is currently in place. Written information for parents which includes clear, well-written policies and procedures is good.

What has improved since the last inspection?

There were no actions set at the last inspection.

What is being done well?

- The pre-school provides children with a warm, welcoming, secure environment where they can play together in a calm, friendly atmosphere. Children are well-supported by staff and encouraged to participate fully.
- The staff team are committed to their work and operate effectively as a team. Staff interact positively with the children and are actively involved in their activities. They engage the children in frequent conversations and listen to them well. They demonstrate a sensitive approach and meet children's individual needs in a caring way.
- Activities are varied and cover all areas of children's play and learning, especially during the free play part of the session. Opportunities are provided for creative and imaginative play. There is an attractive book corner which is used frequently by staff and children.
- Staff promote positive behaviour through being positive role models themselves and through the use of praise and encouragement. They set clear, consistent limits and encourage the children to become self-disciplined. Children are well-behaved and relate well to each other and to staff.
- Staff demonstrate a knowledge and awareness of equal opportunities issues and ensure that appropriate resources are made available. Effective systems are in place to support children with special educational needs.
- Staff maintain effective relationships with parents through the keyworker system, the use of documentation and informal discussions. Parents are provided with good quality written information, including policies and procedures.
- All of the necessary documentation is in place and is stored safely and confidentially. All records are kept up-to-date, accessible and available for inspection.

What needs to be improved?

- the balance between adult-directed activities and those freely chosen by the children during some sessions. On the first day of the inspection the free play part of the session was observed to be relatively short (just over an hour). On the second day the length of time the children spent choosing their own activities was considerably longer. The balance between adult-directed and freely chosen activities needs consideration to ensure that children are provided with an appropriate balance of activities at every session.
- arrangements to deputise in the event of the group leader's absence. At present the system is that a member of staff takes over the leader's duties in the event of her absence. In the interests of consistency, the group should consider appointing a named deputy.

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
2	Consider arrangements to deputise in the absence of the pre-school leader.
2	Ensure that there is an appropriate balance between adult-directed whole group activities and those freely chosen by the children at every session.

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.