



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206828

DfES Number: 518274

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Alison Edwards

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Newhall Pre School
Setting Address Newhall Scout Hut
Higgins Road, Newhall
Swadlincote
Derbyshire
DE11 0JY

REGISTERED PROVIDER DETAILS

Name Newhall and Stanton Pre - School Playgroup 1023078

ORGANISATION DETAILS

Name Newhall and Stanton Pre - School Playgroup
Address Newhall Scout Hut
Higgins Road, Newhall
Swadlincote
Derbyshire
DE11 0JY

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

Newhall Pre-School opened nearly 30 years ago. It operates from a single storey scout hut in Newhall in South Derbyshire. Children use the main hall for play, with access to an additional small room in the rear corner of the building and use of toilet facilities accessed from the entrance lobby. Staff have use of kitchen, office and store room facilities off the main hall. The pre-school does not have its own enclosed outdoor play area.

The pre-school serves the local neighbourhood and offers nursery education to funded three and four year olds. It opens from Monday to Friday during school terms between 09:00 and 11:30 and between 12:30 and 15:00. Children attend a variety of sessions. There are currently 77 children on roll including 30 funded three year olds and 2 funded four year olds. Four children currently attend with identified special educational needs.

Nine staff work with the children, of whom one holds a level 3 qualification and five hold a level 2 qualification. The pre-school receives support from the Derbyshire Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Newhall Pre-School provides satisfactory care to children. The premises are warm, appropriately maintained with sufficient space for numbers of children attending although this is not used to best effect to promote free movement and physical activity. Equipment and play materials are generally suitable for children's needs and interests and include some resources reflecting diversity. Required policies, procedures and records are in place to support the running of the pre-school although lack occasional necessary detail. Staff deployment arrangements ensure there are sufficient adults caring for children.

Staff show a sound practical awareness of safety and security issues, though systematic risk assessment procedures are not yet in place. Appropriate hygiene

procedures are generally in place, although children's current hand-washing procedures are not fully effective in minimising risks of cross-infection. Staff conscientiously note children's individual health and dietary needs and arrangements are in place for the provision of varied snacks. Staff have a fair understanding of child protection issues and responsibilities.

Children are generally confident and relaxed in their dealings with adults and each other and are often occupied and interested in a varied range of activities. Staff are usually directly involved with children, talking and playing with them about their activities. Most children show familiarity with established routines, beginning to understand what behaviour is expected of them. Staff take active steps to promote the inclusion of children with identified additional needs.

Parents receive a useful range of well-presented information about the pre-school's provision, routines and activities, with details on how they can become involved in the group. Staff and parents are able to share information about children's progress through informal discussion on arrival and collection, and by reference to children's developmental records.

What has improved since the last inspection?

The pre-school has taken steps to address issues raised at previous visits. Health and safety arrangements have been improved by seeking parents' written consent to seek emergency medical treatment if needed. Safety precautions have also been improved by setting up additional regular checks of door security and by ensuring smoke alarms are maintained in good working order. Staff have arranged to attend additional training on behaviour management later this year to develop awareness of consistent and effective ways to manage children's behaviour taking account of children's levels of maturity and understanding.

What is being done well?

- The pre-school takes active steps to include children with identified additional needs, working closely with relevant professionals where appropriate and helping all children to become aware of individual needs, for example by introducing simple signing to accompany some familiar songs and rhymes.
- Staff show a willingness to build on their existing experience and knowledge though working towards additional qualifications and participating in a variety of short courses and training programmes, for example development of listening and communication skills.
- Parents' booklets are informative and well-presented, and there are opportunities for involvement in the group, for example through its management committee and rota helper system. Handouts and displays provide some useful information on how children's learning develops, and ways to build on pre-school topics and activities.

What needs to be improved?

- organisation of available space and resources to provide increased scope for children's free movement and physical activity
- procedures to ensure appropriate risk assessments are conducted and reviewed
- procedures for handwashing after children's toileting to minimise the risk of spread of infection
- development of existing policies to include procedures to be followed in the event of a child being lost or in the event of child protection allegations against staff and to include relevant child protection contact details.

Outcome of the inspection

Satisfactory

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
4	Review organisation of available space to provide increased scope for free movement and physical activity.
6	Develop procedures to conduct and review risk assessments of the premises.
7	Review arrangements for children's hand washing after toileting with a view to minimising the risk of spread of infection.
14	Develop existing policies to include procedures to be followed in the event of a child being lost or in the event of any child protection allegations against staff and to include relevant child protection contact details.

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

How effective is the nursery education?

Newhall Pre-school provides good quality nursery education where children make generally good progress towards the early learning goals in most areas of learning. Children's progress towards the early learning goals in physical and creative development is limited by some significant weaknesses in these areas.

Teaching and learning is generally good. Children are usually relaxed in their dealings with others and often show confidence and interest in their activities. Staff work directly with children at most times, and clearly establish what behaviour is expected. However, routines and activities are not always well-organised to promote children's listening or encourage them to purposefully express their own ideas and responses. Staff take active steps to support children with identified special educational needs. Staff observe and record children's progress, but do not yet effectively use assessments to ensure activities and teaching strategies provide sufficient challenge and progression. Space and resources are not always used to best effect to encourage children's purposeful independent activities.

Leadership and management of the pre-school is generally good, although a series of changes within the management committee has resulted in some lack of clarity regarding roles and responsibilities. Although formalised staff development programmes are not in operation at present, staff continue to develop their practice through participation in a range of training activities and links with external advisers and support workers.

Partnership with parents is generally good. Parents receive useful and well-presented information about the pre-school's provision and can contribute to the running of the group. They receive some useful information about the programme of nursery education and about ways to be involved in this. Staff have reviewed arrangements for progress meetings with parents to try and ensure these are convenient.

What is being done well?

- Staff have developed experience in working with children with identified special educational needs and work with external agencies and support staff where appropriate to ensure appropriate integrated provision can be offered.
- Staff are deployed to work directly with children at most times. They use direct teaching methods effectively to introduce knowledge, skills and techniques, for example naming mini-beasts, balancing on a beam, or concertina-folding a strip of paper.
- Children are generally relaxed and confident in their dealings with staff and each other and often show interest in their activities. Clearly-established routines help them understand what behaviour is expected of them and begin

to understand the effects of their behaviour on others.

What needs to be improved?

- use of assessments of children's progress to inform short-term planning and ensure activities are well-matched to children's stage of development and provide effective challenge and progression, particularly with regard to mathematical development and physical development.
- effective organisation of available time, space and resources to encourage purposeful independent activities, particularly with regard to large movement skills and creative development
- effective organisation of daily routines and activities to provide increased opportunities for children to express and explore their own ideas, particularly with regard to purposeful mark-making and creative development, and to encourage children and adults to listen to and take account of each others views and ideas.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. It has set up a formal system for recording and assessing children's progress and is further reviewing this, although at present the systems are not used effectively to inform short-term planning to ensure activities and teaching strategies are well-matched to children's stage of development to provide sufficient challenge and progression.

Planned topics and activities now relate to most aspects of knowledge and understanding of the world. They provide opportunities for children to learn about the local environment and living things, about different cultures and some differences between past and present. There are some opportunities to build with different materials and to learn about simple technology. However at present activities and resources are not always organised to provide sufficient opportunities for children to purposefully and independently explore and investigate their own ideas.

Parents now receive information about topics and themes through use of a parents' notice board. They are encouraged to support children's learning by helping children find objects relating to the week's letter, number, shape and colour and by some suggestions for home-based activities linked to topics.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are generally confident and relaxed in their dealings with staff and others. Clearly-established routines help them understand what is expected of them, and they begin to learn about the effects of their behaviour on others. They begin to respect individual differences. Although children are generally interested in their activities, resources and routines are not always organised to best effect to extend their purposeful, focussed and independent learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are often confident to speak in a group, although sometimes do not listen attentively or take account of others' views. They often show enjoyment and care in their independent use of a selection of fiction and non-fiction books. They respond well to rhythm and rhyme in group story sessions, and begin to link sounds with letters. They begin to make marks and symbols with increasing control, but too rarely have well-planned opportunities to develop purposeful writing in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children often count in sequence and begin to recognise numbers to 20 in adult-led activities. They often use resources such as linking figures and numerals for simple calculation. They learn about simple shapes through practical activities and talking about their shape of the week, and begin to learn about position and direction in adult-led physical activities. Activities and routines are not yet planned and organised to best effect to help children extend and consolidate their knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Topic-based activities introduce children to aspects of the past, different cultures and their environment, and enable them to examine and talk about materials and living things. They use simple tools like scissors and brushes in craft activities, and use construction kits to build with. They begin to learn about technology in simple office play or by using electronic toys. However at present some activities lack challenge and purpose to enable children to extend their learning.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children practise various large movement skills such as balancing, pedalling and climbing in short adult-led daily sessions and occasionally use fixed play equipment on an adjacent public playground. Overall they have insufficient time to be physically active and develop these skills. They use simple tools such as pencils and brushes in craft and mark-making activities but these often provide too little scope for purposeful challenge and independent development.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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	Children show interest and care when handling musical instruments and begin to use these rhythmically to accompany familiar rhymes. Adult-led activities introduce children to a variety of art and craft materials and techniques but are rarely effectively planned and resourced to encourage children to develop their own creative ideas. Children take part in some simple pretend play, but role play is not effectively planned or resourced to promote sustained or co-operative imaginative activities.
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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

- develop use of assessments of children's progress to inform short-term planning and ensure activities are well-matched to children's stage of development and provide effective challenge and progression, particularly with regard to mathematical development and physical development.
- develop effective organisation of available time, space and resources to encourage purposeful independent activities, particularly with regard to large movement skills and creative development
- develop effective organisation of daily routines and activities to provide increased opportunities for children to express and explore their own ideas, particularly with regard to purposeful mark-making and creative development, and to encourage children and adults to listen to and take account of each others views and ideas.

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.