



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305049

DfES Number: 512995

INSPECTION DETAILS

Inspection Date 20/01/2005
Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Egerton Pre-School
Setting Address Egerton Primary School
Bexton Road
Knutsford
Cheshire
WA16 0EE

REGISTERED PROVIDER DETAILS

Name The Committee of Egerton Pre-School 1018644

ORGANISATION DETAILS

Name Egerton Pre-School
Address Bexton Road
Knutsford
Cheshire
WA16 0EE

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

Egerton Pre-school is organised and managed by a committee of parents and carers. The pre-school first opened in 1992 and operates from a purpose-built building built in 2000 within the grounds of Egerton Primary School in Knutsford, Cheshire. The children have access to a large playroom, side committee room, toilets and hand washing facilities. A kitchen is available for the preparation of snacks and drinks. The children have access to two outdoor play spaces and the school hall for physical play activities.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 and 12.40 to 15.10 term time only.

There are currently 48 children aged from 2 to under 5 years on roll, of these, 35 children receive funding for nursery education. Children who attend are mainly from the immediate location or surrounding areas.

The pre-school employs eight staff, all of whom hold appropriate early years qualifications.

The pre-school is a member of the Pre-school Learning Alliance. As the pre-school is in receipt of funding for nursery education, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

How good is the Day Care?

Egerton Pre-school are providing good quality care for children.

The setting is well organised in terms of staffing and use of available space to provide a range of activities and experiences for children. Staff are well organised, having specific responsibilities within the staff team and during sessions. All staff are qualified and committed to on-going training. Staff interact well with the children, giving good supervision and support to children in their activities. Staff provide a

welcoming environment by using colourful displays of children's work and by preparing the room prior to arrival. Policies and procedures are comprehensive, well produced and available at all times. All relevant documentation is in place, however, some details are missing from the attendance register and uncollected child policy.

Children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety, using appropriate precautions where necessary and undertaking daily safety checks and regular risk assessments. Healthy snacks are offered daily. Children are encouraged to be independent and to have good hygiene practices. All children are encouraged to, and have the opportunity to, participate in all activities and experiences. Staff have an understanding of child protection issues, several staff have completed training in this area.

Staff plan a good range of activities and experiences for all. Sessions are planned around themes and involve the children in interesting and stimulating activities. The provision of these activities and opportunities, good resources and staffing have a positive impact on the provision and the children's development and achievements. A good behaviour management philosophy and positive staff interaction results in children's good behaviour.

Partnership with parents and carers is very good, they speak positively about the care and opportunities their children receive and the welcoming environment.

What has improved since the last inspection?

The registered providers were asked to address six actions following the last inspection, these related to records, staffing and policies.

The registered providers were asked to keep records of vehicle/driver documentation, ensure that parents sign all entries in the accident records, ensure parents sign medication records and record all significant incidents and keep parents informed of these. All these actions have been appropriately addressed.

The registered providers were asked to ensure that all staff caring for children undertake appropriate vetting. This action has been addressed, all appointed staff and students where appropriate have undertaken clearance.

The final action asked the group to amend the child protection policy to show the procedure to be followed in the event of an allegation being made against a member of staff or volunteer. This procedure has now been included in the child protection policy.

The completion of these actions ensures that all records, documentation and staff clearances are up to date, that parents and carers are kept informed of all issues affecting their children, and that the children are cared for in a safe environment at all times.

What is being done well?

- The group have a well produced and comprehensive operational plan, policies, procedures and information in line with the DfES 14 National standards. New committee members have access to good information about their roles and responsibilities and the organisation of the pre-school as a whole.
- The organisation of the available space within the premises and adjoining school facilities, staffing and activities is providing the children with an environment in which they are receiving good quality childcare and making good progress. The environment is modern, bright and welcoming to parents, carers and children and provides the children with an environment which is conducive to their learning and overall enjoyment. Staff interact well with children giving good support and encouragement to them in their activities, this results in children's behaviour being very good.
- There is a well planned programme of activities and opportunities organised around themes. Themes are well introduced and executed, interesting and stimulating and have a positive impact on the children's learning and development. Activities are supported by a good range of resources and equipment.
- Children are cared for in a safe and secure environment, staff are vigilant about the children's safety at all times. Staff carry out regular risk assessments and daily safety checks.
- There is a very good partnership with parents and carers. Parents and carers receive good quality information about what the provision has to offer their children in terms of their care and education. Parents and carers receive regular verbal and written feedback on their children's development and achievements and general well-being. Staff hold open evenings as children move into the Foundation Stage to keep parents and carers up to date with activities and their child's development and achievements.

What needs to be improved?

- the recording of staff attendance on a daily basis
- the amending of the uncollected child policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report from 1st April 2004.

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	record the actual times of arrival and departure for all staff on a daily basis.
2	amend the uncollected child policy to show the procedure to be followed in the event of this occurring.

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

How effective is the nursery education?

The provision of funded nursery education at Egerton Pre-school is acceptable and of high quality which enables the children to make very good progress towards the Early Learning Goals in all six areas.

The quality of teaching is very good, staff have a good understanding of the Early Learning Goals and are committed to on-going training and development. Staff are good role models, have high expectations and as a result children's behaviour is very good. Children are well supervised and supported in all their activities. Staff know the children well and match activities appropriately to their level of skill and development. There is a well-planned programme of imaginative and interesting activities and experiences to support children's learning across all six areas. Access to good resources, accommodation and staffing supports planned activities and children's learning. The evaluation and assessment of activities, children's development and achievements is consistently undertaken and is well used to inform future planning for both the full group and individual children.

The leadership and management of the setting is very good. Staff have clearly defined roles within the setting, are well deployed on a daily basis and work as a team. Sessions are well led, organised and monitored by the person in charge. All staff and the registered persons are committed to the on-going development of the provision, the person in charge has plans to introduce a self assessment system to evaluate the whole provision.

Partnership with parents and carers is very good. They receive introductory information along with details of the educational provision and the Early Learning Goals. They have access to details on present and forthcoming topics to enable them to participate with their child's learning at home. Parents and carers have regular opportunities to visit the setting to meet with staff to discuss children's progress and achievements and to look at assessment records.

What is being done well?

- All staff interact well with the children. Interaction and communication is appropriate and encouraging. Staff give children good support and encouragement in their activities which enables children to make very good progress. Staff are good role models, have high expectations of the children and themselves and as a result children's behaviour is very good.
- Very good planning involves the children in interesting and stimulating activities across all areas of learning. Plans are monitored and evaluated well and used with records of children's progress and achievements to plan future activities.
- A well balanced curriculum, good opportunities, experiences and resources

across all six areas of learning are providing the children with an effective learning environment.

- The pre-school is well led and managed by the person in charge. Staff are well deployed and organised having specific roles and responsibilities throughout the session and the setting as a whole. The person in charge is supported by an enthusiastic staff team and committed group of parents and carers.

What needs to be improved?

- the continuation with plans to introduce a system of self assessment to evaluate the effectiveness of the provision as a whole.

What has improved since the last inspection?

The setting have made very good progress in response to the one key issue raised following the last inspection in 2000.

The group were asked to plan more activities and regularly exploit opportunities during daily sessions to raise four-year-old children's awareness and use of sounds, letters and familiar words.

Plans and activities involve the children in looking at specific letters on a regular basis, games are played to encourage children's recognition of letters and names. Plenty of good quality labelling and their own name cards around the room enables children to recognise familiar letters, words and names.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident and are able to speak in front of others in both large and small groups, they are able to respond to questions and ask questions for themselves. They are independent in terms of both their choice of activities and personal skills. Staff have high expectations of the children during sessions and as a result their behaviour is very good. The children are happy and settled and know the routine well, they are eager, motivated to learn, and are proud of their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident when speaking in front of others and are developing good language and vocabulary skills. They are given many opportunities to use language to think, predict and describe as they take part in role-play and discussions at circle time. Children respond confidently to questions asked by staff and are able to ask their own questions. They sit quietly and listen attentively to stories read or told by staff. Children have daily opportunities to write their names or make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children are able to count from one to ten and beyond both with and without support as they count the number of cups needed at snack time, children and staff present. They are given many good opportunities to develop an understanding of mathematical language and concepts through the provision of well-planned and spontaneous activities and events. Children are able to solve simple calculations of addition and subtraction as they look at problems such as how many are missing, how many more.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given opportunities to experiment and to consider science as they look at the effects of the weather on how we and animals live. They spontaneously ask to look at snow through a magnifying glass and consider what happens as it melts. A theme on water enables children to look at how we use water, how we get water from a tap and where people in other countries get their water from. Children are given many opportunities to undertake investigations and surveys and to record findings.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff plan appropriate activities to enable the children to develop their large and small physical skills. Children are able to move confidently and safely around the room, during outdoor play and have an awareness of space as they are involved in regular P.E. sessions within the school hall. Children are able to control their speed and movement as they play musical statues. They discuss how exercise affects their bodies. They are also able to use small tools and equipment with competence.

CREATIVE DEVELOPMENT

Judgement: Very Good

Displays of children's art work shows they are able to use a variety of techniques and textures. Children are involved in spontaneous role-play, both with and without adult support, where they confidently use their imagination and developing language. There are opportunities for the children to use their imagination and listening skills through other activities such as interpreting music during music and movement sessions, when listening to stories told by staff and when playing instruments.

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 the following point for consideration should be considered in the Action Plan:
- continue with plans to introduce a system of self assessment to evaluate the effectiveness of the provision as a whole.

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.