



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 502232

DfES Number: 541514

INSPECTION DETAILS

Inspection Date 13/12/2004
Inspector Name Rita Cruddos

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Spinney Pre-School
Setting Address Spinney Avenue
 Ditton
 Widnes
 Cheshire
 WA8 8LD

REGISTERED PROVIDER DETAILS

Name . Spinney Pre-School Committee

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

Spinney Pre-School opened in 2001. It is a committee run pre-school with self contained premises in the grounds of Ditton Church of England Primary School with which it has close links. It is situated on the border of Ditton in Widnes. A maximum of twenty children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 11:30 term time only. All children share access to the secure outdoor play area.

There are currently 20 children from two to under five on roll. Children come from the local area.

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

How good is the Day Care?

Spinney Pre-School provides good quality care for children. The well qualified and motivated staff team provide a warm and welcoming environment for children and organise space and resources to meet the children's needs. Very good relationships are developed with the children, who are happy, confident and secure within the setting. The staff team have good practical skills in caring for children and are committed to undertaking regular training to improve and build on these. Records and policies are well organised however the procedures for recording children's attendance and the administration of medication are not complete.

The management team has a good understanding and takes positive steps to promote safety and prevent accidents within the setting. This includes regular risk assessments and safety checks. Some staff have undertaken first aid training but have not yet updated this to include paediatric care. Training has been booked. Good hygiene practices are encouraged and healthy, nutritious snacks are provided. The child protection procedures are appropriate.

The pre-school offers a good range of activities. Children can reach toys

independently and enjoy their play in the stimulating environment. Resources are in place and reflect diversity thus giving the children a positive view of the wider world around them. Staff talk and listen to the children, ask appropriate questions which challenge the children's thinking and enables them to make decisions. Children's behaviour is managed well with consistent use of praise and encouragement and is consistent with the strategies used at the school. The setting is proactive in providing appropriate care for children who have special needs.

Very good relationships are formed with parents. Children are cared for according to parent's wishes and parents are kept well informed through regular written reports and home/pre-school link work.

What has improved since the last inspection?

At the last inspection it was agreed that a number of policies and procedures be updated. The accident book is now signed by parents, incidents are recorded in the appropriate book and parents informed, the behaviour policy now includes bullying, child protection policy includes procedures to be followed if allegations are made against staff and Warrington ACP procedures are available. Toilet facilities and food preparation areas conform to environmental health regulations. Details of the regulator are now included in the complaints procedure. The completion of these actions further safeguards the children and promotes their welfare whilst they are on the premises.

What is being done well?

- Staff make good use of the available space defining separate areas for play and storage of toys. The toys and equipment are stored at the children's level and they are able to freely select toys and games in order to extend their play. The toys, equipment and activities provided reflect diversity and culture and are age appropriate.
- Staff are deployed effectively and work well as a team. They plan and exciting and stimulating range of activities that enable children to develop their skills and become independent learners. The children confidently participate in activities and respond well to the staff's use of appropriate questioning techniques. Staff have high expectations of the children and manage behaviour well. Strategies are consistent with those at the school the children will be attending. Children are encouraged and reminded to "Do the right thing".
- Regular risk assessments are completed ensuring children are able to play safely. Staff are aware of the systems that are in place in regard to safety and good hygiene practices. Children are learning about hygiene through planned activities, discussions and the good example set by staff.
- Good relationships are maintained with parents through various methods. These include ongoing informal discussions, news letters, the settings policies and procedures which are displayed, formal reports on the children's progress and the home/pre-school links policy.

What needs to be improved?

- the accurate recording of the children's hours of attendance
- the completion of medication permission forms by the children's parents
- the availability of an appropriate first aid certificate.

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.

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 appropriate first aid training is completed.
14	Ensure children's hours of attendance are accurately recorded and parental permission forms for the administration of medication are complete.

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

How effective is the nursery education?

Spinney Pre-School offers high quality provision which helps children make very good progress in all six areas of learning towards the early learning goals.

Teaching is very good. Staff have a good understanding of the early learning goals and plan an interesting and stimulating range of activities which covers all the areas of children's learning. They support, encourage and challenge children's learning and thinking using good questioning techniques and good teaching methods. Staff are very good at reinforcing the children's listening skills and use resources effectively. Relationships between staff and children are very good. Staff know the children very well, they are sensitive towards children's individual needs and meet their needs successfully. The assessment and observation systems that are in place enables key workers to plan for the children's individual learning needs. The children have time to play, link areas of learning and consolidate this. They freely use the accessible, attractive resources that are in place.

The leadership and management of the setting is very good. The manager and staff are committed to the development of the setting, and have identified future developments. They attend ongoing training courses. Staff work well together as a team, they are aware of their roles and responsibilities and communicate effectively with each other. There are good systems in place for monitoring all aspects of the provision.

Partnership with parents is very good. Parents are welcome in the setting and their views are clearly valued. They receive good-quality information about the setting and staff communicate well with parents through daily discussions, open evenings, letters and information displays. Parents are informed about the nursery education and the progress their children are making. They have opportunities to participate in their child's learning and value the home visits and the Home/Pre-School link work.

What is being done well?

- Children are happy, secure and motivated independent learners. They concentrate at tasks well and express their thoughts and ideas confidently. Good relationships are formed throughout the setting. The children work well together, they are kind and considerate and show concern for each other.
- Children's behaviour is good, they are aware of behavioural expectations within the setting. They have a positive self-image, and show an interest and enjoyment as they learn about their own culture and those of others. Good links are formed with the primary school and the children join them in their celebrations. The children attended the nativity play at the school and joined in with the music.

- Children are confident and fluent speakers, they listen to each other well taking account of each others views. Children link sounds to letters very well as they write, hear and say the initial sounds in words, they are able to recognise and name letters of the alphabet.
- Staff plan a range of stimulating activities for children covering the stepping stones towards the early learning goals. They support children's learning well and use frequent praise and encouragement to promote good behaviour and children's self esteem. Staff know children well and meet their individual needs successfully.
- The staff team work well together and have a strong commitment to developing the care and education for all children who attend.

What needs to be improved?

- the further development of children's mathematical awareness

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled at the pre-school. They confidently participate in free and planned, focussed activities. The children talk about their home and the recent visits to the forest when mummies came. "We have got pictures up here." The children help each other with activities and share tasks such as tidying away and sorting out the games. They attend to their own care needs and express their needs confidently. They are learning about other cultures through activities and discussion.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children self register choosing their name from the display. They listen well and respond to staff at registration and circle time. They relate events in their lives and re-tell stories. They question: "Why are we doing this?" when making Reindeer Food Packs. They use books confidently and choose from a wide selection. Some children sit quietly in the play tent while another child reads a story to them. Children draw, paint and use a variety of one handed tools and equipment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children participate in well planned activities and freely use the resources that are in place. The children count how many, how much and concentrate when finding numbers on the advent calendar. They happily join in number songs and rhymes. They are matching and pattern making using selected computer programmes and other aids such as magnetic shapes, games and activities. They draw and find pre-formed shapes in their environment both in and out of doors.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are using and extending their skills to investigate and explore their environment both in and out of doors. They use a number of techniques to design and make objects from commercial and recycled materials. They are learning that tools can be used for a purpose when joining and sticking materials. Children use ICT games and equipment confidently. They use the digital camera and the cassette recorder to record events. They are learning about cultures and beliefs through topic work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have plenty of opportunities for physical activities in and out of doors. They have regular access to the school gym and use outdoor resources well. Children use a selection of one handed tools and resources such as threading, sewing kits, cutting and mark making tools. They use these with increasing control. They are able to construct with large materials and use wheeled equipment with confidence. Children have a growing awareness of their own needs.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience and respond to a variety of musical experiences. They join in songs and games matching their movements to the sounds. They have opportunities to use their imagination in the well resources role play areas and through discussions during activities for example when making packs for the reindeer. "They get so hungry reindeers don't they." Children can join in songs and rhymes with increasing confidence and use materials to shape, design and pattern make.

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 consideration should be given to the following;
- further improve the opportunities for children to develop and consolidate their mathematical thinking.

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.