



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251590

DfES Number: 521837

INSPECTION DETAILS

Inspection Date 01/03/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Otley Under Fives Centre
Setting Address Chapel Road
Otley
Ipswich
Suffolk
IP6 9NT

REGISTERED PROVIDER DETAILS

Name The Committee of Otley Under Fives Centre 1013937

ORGANISATION DETAILS

Name Otley Under Fives Centre
Address Chapel Road
Otley
Ipswich
Suffolk
IP6 9NT

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

Otley Pre-School opened in 1983. It operates from a mobile unit within the grounds of Otley County Primary School. The pre-school serves the local and surrounding area.

There are currently 13 children from 2 to under 5 years on roll. This includes 7 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00 on Monday, Wednesday and Friday, from 09:30 until 12:00 on Tuesdays, and from 09:00 until 11:30 on Thursdays.

There are three part time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Otley Under Fives Centre provides good care for children. Staff create colourful displays to provide a warm and welcoming environment. There is a very good range of resources including an excellent computer area. There is an effective key worker system and staff are very supportive to the newer children, helping them to settle into the pre-school routine. All policies and procedures are in place to ensure the smooth running of the pre-school. However, some need updating to be in line with the requirements of the National Standards.

Children play safely inside and outside and use the schoolyard for circle games. Effective paperwork is in place to record children's dietary requirements or allergies. They encourage good hygiene practices and can deal with minor accidents, or comfort a child who becomes ill during the day. Staff are aware of child protection procedures.

Children's progress is recorded and records kept. Staff attend short courses to enable them to provide appropriate care for all children, including those with special needs. They work with other professionals to consolidate and ensure that children's individual needs are met. Children's behaviour is good and staff acknowledge kindness to others by adding their name to the sunshine tree on the playroom wall.

There is a very good partnership with parents. Staff are very friendly and parents feel able to talk to them and make suggestions. They are kept informed of the children's routine and activities in the pre-school by the printed prospectus, newsletters and are informed of the termly dates and topics.

What has improved since the last inspection?

There were no actions arising from the last inspection.

What is being done well?

- Staff are very friendly and approachable. They support parents and provide them with information about their children.
- Children are supported well by staff who talk, listen and ask questions to make children think about what they are doing. This enables children to settle quickly into the group and make progress in all areas of their development.
- Parents are encouraged to be involved with the group in various ways. They can join the committee, help at sessions on a rota system, or provide resources to support topics, eg. empty boxes for the shop. This involvement has a positive impact on the children.
- Staff work very well together as a team and are very supportive to each other, providing a good balance of experience and skills.

What needs to be improved?

- documentation, to reflect the very good practice within the group for behaviour management, the complaints procedure and child protection policy.

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
14	Update policies in line with the National Standards. (This refers to behaviour policy, complaints procedure and child protection statement.)

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

How effective is the nursery education?

The provision of nursery education at Otley Under Fives Centre is very good. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff are well qualified and attend training and short courses to enable them to competently plan for the six areas of learning. They adapt activities for varying abilities and provide challenges for the more able children. There is a good balance between adult directed and child-initiated activities and staff fully support imaginative play. Children are encouraged to develop positive images of diversity.

Staff calmly manage children's behaviour. They act as good role models and use praise to encourage good behaviour. Children's independence is encouraged and the room is prepared to enable them to access the resources themselves. Staff know the children well and observe and record their achievements. Assessment records are linked to the stepping stones and are used informally to ensure the children make progress. However, they do not clearly show the next steps in the children learning programme.

Leadership and management of the pre-school are very good. There is a new parents committee who are in the process of updating the paperwork and they have identified this as an area to be developed in the future. Staff are clear about their roles and work extremely well together. Staff have regular meetings and annual appraisals. They constantly evaluate their practice and are committed to improving the already good provision for children.

Partnership with parents is very good. Parents are informed daily of their children's activities. Staff talk to parents informally before and after the sessions and share information about their achievements. Children bring items in from home for the interest table. Parent's information in the prospectus is currently being updated.

What is being done well?

- Staff thoroughly research and prepare topics so that the children's learning is carried through into all areas of the curriculum. They create interesting and stimulating displays and provide resources to enable the children to experience a wealth of materials and new experiences.
- Staff provide a stimulating environment in which children can learn. They can confidently access resources for themselves and their independent learning is fully supported and encouraged by staff.
- Very good opportunities for imaginative play are provided. Parents are encouraged to bring in items and resources from home. This creates a sound

bridge between home and the pre-school.

- Very good links have been formed with the primary school to enable the children to move easily into their next provision.

What needs to be improved?

- written plans, to clearly show how assessments are linked to the stepping stones, and the next steps in the children's learning programme
- written information, to be provided for parents to inform them about the Foundation Stage.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection.

Childrens' records have been developed and staff observe and record the child's attainments using assessment records provided by the EYDCP. Staff identify the children's next steps, although this is not currently being recorded and carried through to the written plans.

Staff are aware of the new graduated approach of the special educational needs SEN Code of Practice. Staff are receiving advice and support from the area special educational needs co-ordinator.

Parents can readily access their children's assessment records at any time.

Children use the outdoor area daily, weather permitting. They use a climbing frame and slide and staff have purchased balancing beams that can be used inside or outdoors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and have good relationships with staff, their peers and other adults. They are interested and involved in their self-chosen activities. They develop independence, and good behaviour and kindness to others is valued. They learn to care for themselves and to ask for support when needed. They learn about their community through various topics such as the 'vets', and participating in the local flower show in the village hall.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators using both gestures and language. They hold long conversations during imaginative play. They link sounds to letters and can recognise their names through the self-registration system. They enjoy stories and freely look at books, holding them correctly. Children are confident writers. They practise emergent writing and some can write their names and other simple words. They try other forms of writing in topics such as the Chinese New Year.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to ten and beyond. They recognise figures on calculators and shop tills. Practical activities and action songs introduce them to simple adding and taking away and problem solving, such as how many sticks are needed to make the marshmallow lollies. They use mathematical language to describe position, size and shape. Displays throughout the pre-school reinforce the learning of these concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and learn about natural world through excellent activities. They plant hyacinths and then enjoy making observational drawing as the flowers grow. They ask questions and find out how and why things work. They explore ice in the play area and discover what happens when it melts. They discuss how ice comes from water. They talk about past events and where they live. They learn about festivals and cultures of the world in topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently run, jump, climb and balance in the play area. They use a range of large and small equipment with increasing skill. They move safely and with confidence around the room and are aware of space needed, eg. when putting a cushion away. Children learn about their bodies and healthy eating through topic work. They use a range of tools safely, and play with play dough to make food for the fire fighters. They use chopsticks to eat noodles.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn about colours and textures through making collage work. They practise various ways of using paints, materials, felt tips and crayons. They bring items from home for the weekly colour table. They listen to music and can use their imagination during role play and art and craft activities. Children use their senses in various activities such as tasting cheese, smelling curry powder and seeing and touching various objects and foods, eg. croissants and Edam cheese.

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 improving the following:
- develop existing written plans to show clear links to the stepping stones and the next steps in the children's learning programme
- develop the written information provided to parents informing them of the Foundation Stage.

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.