



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402223

DfES Number: 522362

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Susan Elizabeth Warren

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name East Hanningfield Preschool
Setting Address East Hanningfield Village Hall
The Tye, East Hanningfield
Chelmsford
Essex
CM3 8AE

REGISTERED PROVIDER DETAILS

Name The Committee of East Hanningfield Pre-school 267508

ORGANISATION DETAILS

Name East Hanningfield Pre-school
Address East Hanningfield Village Hall
The Tye East Hanningfield
Chelmsford
Essex
CM3 8AE

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

East Hanningfield Pre-School opened in 1995. It operates from a village hall in East Hanningfield, Essex. The pre-school serves the local area.

There are currently 28 children from 2 to 5 years on roll. This includes 11 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and those who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09:15 until 11:45.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre School Learning Alliance (PSLA) and the local cluster group.

How good is the Day Care?

East Hanningfield Pre School provides satisfactory care for children.

The group is well organised with a clear operational plan. Resources are available and accessible; children can make choices from staff's selection, which changes frequently. Supporting documentation is in place to a generally high standard. The group currently does not have evidence of vetting for all staff.

The children are safe and well cared for, basic hygiene needs are met and children's individual needs well understood. Support for children with special educational needs or English as an additional language is good.

Children follow a programme of activities linked to the stepping stones, designed to help them make progress towards the early learning goals; activities are wide ranging and varied, covering all areas of learning.

The partnership with parents is effective. Parents are included and kept informed of their children's progress. Parents contribute to the group by serving on the committee or helping at sessions.

What has improved since the last inspection?

The group was asked to update the complaints policy to include Ofsted contact details; this has been done. The group was asked to submit an action plan detailing how staff will meet minimum qualifications requirements; this is now in place.

As a result of these actions children's care and welfare is improved.

What is being done well?

- There is a good attention to safety and security across all aspects of the setting
- Provision for equal opportunities is good, including support for children who speak English as an additional language
- The partnership with parents is very strong; parents are given useful information about the curriculum enabling them to be involved with their child's learning
- The operational plan is well thought out and provides a basis for staff to work as a team
- Support for children with special educational needs is good; staff work with other professional as appropriate

What needs to be improved?

- Evidence of vetting for all staff

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
1	Ensure that evidence of vetting is available for all staff and other adults connected with the group

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

How effective is the nursery education?

The provision for nursery education at East Hanningfield Pre-School is generally good. It enables children to make very good progress in their communication, language and literacy development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a generally good understanding of the Foundation Stage and of how children learn. They plan a range of activities across all areas of learning and work directly with the children for most of the time; occasionally staff are not deployed in the children's best interests, for example at snack time. Management of children's behaviour is generally good; staff need to ensure a consistent approach at all times. The children's developmental records are very good, clearly showing the next stages of learning. The short term plans need to be more focused and include differentiation and evaluations.

The leadership and management is generally good. Staff work well as a team and look outside the group for support and to develop new ideas. There is a commitment to improving the overall standard of staff qualifications; staff in training are well supported. Staff and the committee work closely together to share administrative duties and make the group successful.

The partnership with parents is very good. Parents have access to very good information about the setting, the activities their children are involved in and how they can continue the work at home. Parents are made welcome at the sessions and encouraged to chat to staff about any concerns. Good, detailed information is gathered prior to children being admitted, allowing staff to plan for children's individual needs.

What is being done well?

- The programme for communication, language and literacy enables children to make very good progress. The emphasis is on speaking and listening skills; children are encouraged to express their ideas verbally in circle times.
- The use of assessment is very good. Staff make careful observations which are used to plan the next stages of children's learning.
- Children are able to choose freely for most of the session; they develop independence by choosing their own activity and develop concentration as they persevere at self chosen tasks.
- The partnership with parents is very good; parents have good information about the curriculum and can help their child at home. Staff are available every day to discuss any issues and there are also more formal occasions for parent consultations throughout the year.

What needs to be improved?

- Short term activity plans
- Opportunities for children to explore and investigate in knowledge and understanding of the world and in creative development
- One aspect of the programme for mathematical development

What has improved since the last inspection?

Progress since the last inspection is generally good.

There were two issues for action following the last inspection.

There is now attention to labelling around the room, to introduce children to print in the environment; however some of this is inconsistent in style.

Information for parents has been greatly improved and is now very good. Parents have regular advice on topics and learning themes and are encourage to carry these on at home if they wish.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy new experiences such as making pancakes. They can concentrate and persevere at self chosen tasks. Children are beginning to be aware of their own actions; they can be kind and considerate towards others. Children generally make good relationships with staff and respond well to daily routines such as tidying up. Some unwanted behaviour occurs when children are not fully engaged. Children are largely independent and able to choose their own activity and take care of personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond well at circle time as they discuss the date, weather etc., and extend their vocabulary. They use speech to describe real and imaginary events as they play together. Children learn letter sounds and associate these with initial sounds as they name objects. They enjoy sharing books 1:1 with staff. Children write for a variety of purposes, forming some letters correctly and attempting to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and beyond as they play and work; displays support recognition of numerals. Rhymes teach counting up and down but few practical activities are provided to introduce early calculation skills. Children recognise and confidently name some mathematical shapes. Regular cooking activities teach concepts of weight and measure. Children use mathematical language as they play on the computer or when playing with sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy nature walks and exploring the local environment. There are few opportunities for children to explore and investigate objects and materials in depth, and record their findings. They occasionally make models from found/recycled materials and have access to a variety of construction kits, though not every day. They use the computer independently to support their learning. They learn about world cultures as they celebrate festivals and cultural events, both from home and abroad.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop physical skills using a range of large equipment and enjoy free, energetic movement in the large hall. They are beginning to be aware of space for themselves and others. Children follow basic hygiene routines and are aware of some aspects of a healthy lifestyle such as healthy eating and clothes for cold weather. Fine motor control and hand eye co-ordination are developed as children use small equipment and tools, including those for cooking, mark-making and playdough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture through a balance of free and guided art and craft activities, including painting, printing and collage. They use instruments to explore sound and rhythm and enjoy singing familiar songs. Recorded music provides a soothing and calm background at other times. There are exciting opportunities for drama using favourite stories. Children enjoy imaginative role play and small world play. They use all their senses as they cook and eat a variety of goodies.

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 the use of activity planning sheets so that they focus on a specific area of learning, include details of how the activity will be adapted for children's differing abilities and stages of development and include evaluations to aid future planning
- in knowledge and understanding of the world and creative development provide regular opportunities for children to investigate objects and materials, from the natural and made worlds, in depth. Include opportunities for more able children to record their findings in different ways such as simple graphs/charts, models and photographs or drawings
- in mathematical development provide more practical activities to introduce children to the early calculation skills of addition and subtraction, make use of everyday situations such as registration and snack time.

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.