



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309281

DfES Number: 584758

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Christine Fraser Turner

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crawshawbooth Pre-School Playgroup
Setting Address Crawshawbooth Village Community Centre
Adelaide Street, Crawshawbooth
Rossendale
Lancashire
BB4 8PW

REGISTERED PROVIDER DETAILS

Name Crawshawbooth Pre-School 1022561

ORGANISATION DETAILS

Name Crawshawbooth Pre-School
Address The Village Centre
Adelaide Street
Crawshawbooth
Rossendale
BB4 8PW

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

Crawshawbooth Pre-School Playgroup opened in 1989 at it's current premises. It operates from one room in the basement and has direct access to a small secure outdoor play area. The playgroup serves the local area.

There are currently 27 children from 2 to under5 years on roll. This includes 10 funded 3 year olds. There is one child with special needs. Children attend for a variety of sessions.

The group opens Monday to Friday during school term time. Sessions are from 09:00 until 11:30 and Thursday and Friday afternoons 12:30-15:00

Five full time staff and one and one part-time member of staff work with the children. Over half of the full-time staff have a recognised child-care qualification. The setting receives support from a teacher from the Early Years Development Partnership (EYDCP).

How good is the Day Care?

Crawshawbooth Pre-School Playgroup provides good quality care for children.

Effective procedures are in place to ensure all staff working with children are suitable.

The organisation of the day is generally good with the need for the routines for toileting and snack time to be reviewed. The key worker system ensures that parents and children have a named contact person. Staff are committed to ongoing development through training. Staff arrive early to ensure there is sufficient time to create a child friendly environment with a comfortable book area where children can sit quietly during the session. The premises are clean and examples of children's work are displayed in the room. A good range of age appropriate toys that promote equality of opportunity are readily available to children. Toys are checked regularly

for safety and any broken items removed.

Safety is given a high priority by staff. They promote good hygiene routines for children. Parents are well informed through written policies on the pre-school's health policy. Staff take appropriate action if a child is ill whilst in their care but need to ensure they seek appropriate training to provide sufficient support for children with specific needs. Staff work closely with parents to ensure good quality information is obtained to provide individual care for each child. They have a positive attitude towards children with special needs. Staff have a satisfactory understanding of their role in child protection but need to review their policy to meet latest guidelines.

Children are confident to select their own activities and are well supported by staff, who move around areas to offer support to children where most needed. The current system for recording progress for children aged two years should be reviewed. Children behave well.

Parents and carers are welcomed into the pre-school and staff encourage them to share information on their child.

What has improved since the last inspection?

At the previous inspection, the provider agreed to improve written policies and consent to seek emergency medical advice or treatment. It was also agreed that at least one member of staff had a suitable first aid qualification for children and the first aid box complied with health and safety regulations.

The pre-school now has a suitably qualified first aider on the premises at all times and a first aid box that meets the required standard. Parents now give written consent to staff to seek emergency medical advice or treatment. Children will now receive appropriate first aid or medical advice which has been fully discussed with parents.

Policies and records have been revised but there needs to be a change in the child protection procedure to take account of the latest government guidelines and a system to record medication.

What is being done well?

- Staff are clear on safety within the group as it is given a high priority at induction. Effective risk assessments are in place and staff take prompt action in any areas found to be needing improvement, thus ensuring that children are cared for in a safe environment.
- Children's behaviour is well managed. Staff are clear on the behaviour management policy and implement it consistently. Staff reinforce expectations of wanted behaviour by discussing situations of unwanted behaviour and getting children to think about the other person involved and say sorry if appropriate.
- The partnership with parents and carers is good. An effective key worker

system ensures that parents and carers have consistent contact person.

- The settling in process for new children is flexible and parents are encouraged to stay with their child until they feel the time is right for them to leave their child.

What needs to be improved?

- the routine for snack time and toileting to prevent children waiting in a queue
- the policies/documents for uncollected children, medication records and child protection policy
- the training of staff from a qualified health professional specific to individual childrens needs

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	Review the policy for lost children to ensure it contains a procedure for uncollected children.
2	Review the current routines for snack-time and current routines for hand washing at snack time to ensure that children have privacy using the toilet.
7	Keep a written record, signed by parents, of medicines given to children.
7	Seek training for staff from a qualified health professional that is specific to individual children.
13	Review the child protection policy to include the latest government guidelines and the action to take if there is an allegation against a member of staff.

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

How effective is the nursery education?

Crawshawbooth Pre-school Playgroup provides good quality nursery education overall. Children are making generally good progress in all areas of learning.

Teaching is generally good. Staff have a generally good understanding of the early learning goals. They use questioning effectively to extend children's thinking. All staff are included in planning meetings. The manager informs staff daily of the free play activities and the benefits to children are but weekly plans would give a more structured approach to what children are learning from the activities. Clear medium term plans are in place and learning objectives are identified. Focus plans are linked to stepping stones. Staff plan time for free play and more direct teaching during the session.

The leadership and management is generally good and recent changes in the staff team, beyond the control of the provision, have had an impact on the provision. The committee acted quickly, fulfilling their obligations to find suitable staff. Staff are committed to ongoing development through training, and information from training is shared with the staff team. The committee are planning to introduce a staff appraisal system to help develop the staff team. Management are able to identify their own strengths and weaknesses and have introduced a clear development plan with evidence of what has been achieved so far. Staff work well as a team. They have reviewed current systems for planning and have identified areas for improvement.

The partnership with parents is generally good. Parents are encouraged to be involved in their child's learning and encouraged to enjoy books with their child through the book scheme. Parents are well informed about the provision via a welcome pack and kept up to date about current events through regular news letters. There are insufficient opportunities for staff and parents to review children's progress together.

What is being done well?

- Staff work well as a team and are clear on their roles to promote children's learning.
- Staff are committed to ongoing development through training and use their knowledge to improve practice within the setting.
- Staff and children have good relationships.

What needs to be improved?

- the use of assessments and observations to inform the planning
- the planning for the activities for the week in addition to the focus plan

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

The staff have introduced an improved assessment system for children that covers all six areas of learning. Staff identify children's progress but do not consistently address next steps for learning for individual children. These records are not currently shared with parents. The current format does not enable the records to be shared and staff may wish to review the system. Staff feed back informally to parents about their child's achievements and use home links sheets to generate discussion about what children have achieved at home.

Planning does not yet include climbing and balancing but staff provide sufficient opportunities for children to become competent in these areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their main carer with confidence. They concentrate well over a period of time, for example at singing time. They are able to select their own activities and link up with adults for support. Children are beginning to learn right from wrong and are rewarded for wanted behaviour. Children are able to manage their own personal needs but staff do not sufficiently encourage independence at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly to staff and are able to express their own ideas. They join in at discussion time. They listen well at story time and are beginning to predict what happens next in a story. Children use books independently. They are beginning to recognise their own names and some children are beginning to identify initial sounds. Children make a good attempt at writing their own name using the well resourced mark making area. There is insufficient provision for writing in role play areas.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count as they join in with number songs. They learn about weight as they measure ingredients to make gingerbread men. Children are beginning to use language for size in play, for example describing a car as little. They learn about capacity and volume as they play in the sand and water. Children are introduced to calculation as they solve problems using compare bears. There are insufficient opportunities for counting as part of the daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity as they investigate how things work and look at the changing patterns of the Kaleidoscope. They examine mini-beasts closely using magnifying glasses and draw examples in their book. Children take part in interesting visits in the local community, for example visiting Sam the pony. They learn about other peoples cultures as well as their own. Children create their own patterns. There is insufficient use of technological equipment in role play to extend children's learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to climb confidently and are learning to balance using equipment that offers challenges to children. Children are beginning to handle a wide range of tools with increasing control. Children move with control and co-ordination as they dance round the Maypole. They learn about the importance of good hygiene routines and how to take good care of their teeth through visits from the dental nurse. There is still no prominence in planning for climbing and balancing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture as they paint and decorate book marks with glitter. They join in enthusiastically with familiar songs and use their imagination well in role play. Children create sound as they use musical instruments. They construct three dimensional models using recycled materials. Children experience learning through their senses as they taste different food, and through the feeling leaves and conkers. Resources for small world activities are insufficient to extend ideas.

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

- Ensure that planning takes account of the next steps for learning for individual children using the information from assessments and observations of the children.
- Introduce weekly plans that contain sufficient detail to inform the teaching for all areas of learning.

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.