



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254166

DfES Number: 500708

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Tessa Margaret Betts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Magdalen Gates Pre-School
Setting Address Bull Close Road
NORWICH
Norfolk
NR3 1NG

REGISTERED PROVIDER DETAILS

Name Magdalen Gates Pre-School 1026278

ORGANISATION DETAILS

Name Magdalen Gates Pre-School
Address Bull Close Road
NORWICH
Norfolk
NR3 1NG

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

Magdalen Gates Pre-school registered in 1992 and operates from two classrooms within Magdalen First School in Norwich. A maximum of 24 children may attend at any one time. The pre-school is open each weekday from 9.00-11.30 and 12.30-15.00 during school term time only. All children have access to a designated enclosed outdoor play area.

There are currently 46 children aged from 3 to under 5 years on roll. Of these, 38 children receive funding for nursery education. Children come from the local area. The pre-school currently supports children with special educational needs and children who speak English as an additional language.

The pre-school employs four staff. Three of the staff, including the supervisor, hold appropriate early years qualifications and all staff hold current first aid certificates.

How good is the Day Care?

Magdalen Gates Pre-school provides good quality care for children.

The pre-school is well organised with effective use made of staff, to ensure children are well supported and cared for. The staff work well together as a team and compliment each others skills. Clear and effective procedures and documentation are in place to steer the day to day running of the group. Staff are committed to improving their provision and have recently attended training in information technology to develop their skills. Colourful displays enhance the child centred environment, which is welcoming and inviting to both parents and their children.

Sound procedures are in place to ensure the safety of the children at all times, with staff suitably deployed to monitor all areas, including the outdoor play area. They are very aware of the individual needs of the children and ensure good hygiene practices are observed. Healthy eating is well promoted through nutritious snacks, although there are missed opportunities to develop children's independence through pouring their own drinks.

A stimulating range of activities, appropriate to the children's age and stage of development, is available throughout the session. Activities are well planned and cater for a range of abilities. Children are encouraged to bring items from home, linking topics such as the letter of the week. Staff are skilled at listening to the children, they promote conversation well through the use of open ended questions.

Partnership with parents is good, staff are friendly and approachable. Information on the children's care is presented in a variety of ways, both verbally and in written form. Parents comment favourably on the care their children receive.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure all checks were completed on staff. All staff have now been vetted and evidence seen. The written operational plan has now been completed and shared with parents. Written evacuation procedures in the event of a fire are now displayed in each classroom and regular fire drills are held.

What is being done well?

- Children are confident and at ease with the staff, who show a genuine interest in their news and ideas. Staff are attentive to the children's needs and support their play well. Children are encouraged to make decisions and contribute to discussions.
- Children's behaviour is well managed in a positive, caring manner. They are provided with clear explanations and offered praise and thanks for assisting and helping each other. Staff are excellent role models and children follow the examples set.
- Staff provide an excellent range of stimulating and exciting activities and as a result children are busy and active throughout the session. Children are challenged to use their imagination, to explore and to extend their developing knowledge.
- Staff show a good understanding of the importance of safety both indoors and when using the outdoor play area, so that children are protected and safe.

What needs to be improved?

- the organisation of snack time.

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
2	Review the organisation of snack time, to further develop children's independence skills.

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

How effective is the nursery education?

Magdalen Gates Pre-school provides high quality nursery education, which enables children to make very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a competent and sound knowledge of the Foundation Stage and are committed to improving their awareness through relevant training. Information is used to plan an excellent programme of activities to stimulate and challenge the children. They use observations and assessments effectively to plan for the next step of learning for each child. Staff are skilled in encouraging children to extend their thinking with effective questioning. Children's behaviour is very good, and strengthened through positive role models and a consistent approach.

Staff show a genuine commitment to children with special educational needs and those for whom English is an additional language. Activities are adapted and additional resources provided to meet their needs. Individual learning objectives are identified where necessary and staff work closely with parents to provide appropriate help and support.

Leadership and management is very good and of high quality. The current committee support the staff well and the supervisor leads by good example. Students are well prepared and clear in their roles within the group. Staff are encouraged and supported to attend training to improve their skills and personal development. A clear appraisal system underpins this process.

Partnership with parents is generally good. They receive some information concerning their child's educational progress, this is delivered informally through regular discussion and link books used and taken home each half term, however there is insufficient information on the six areas of learning within the Foundation Stage curriculum to enable parents to gain a clear insight into their children's learning development.

What is being done well?

- Staff's knowledge of how young children learn enables them to make good use of space, staffing and resources to offer positive teaching strategies that ensures children are offered a rich environment to promote learning in all areas.
- Children are becoming confident and independent learners. Positive attention is given to developing children's personal and social skills that enables them to approach learning with excitement and enthusiasm.
- Staff use effective strategies to promote good behaviour and consideration for others. They have high expectations for behaviour and provide clear and

consistent boundaries. Their calm manner provides an effective learning environment where children are happy and meaningfully occupied.

- The wide range of good quality resources both indoors and out, and the staff's ability to organise and adapt these effectively, ensures inclusion and provides absorbing challenges for the children.

What needs to be improved?

- the methods for sharing information with parents on their child's educational development.

What has improved since the last inspection?

The Pre-school has made generally good progress in addressing the five key issues highlighted at the last inspection.

Systems for planning are now in place. Staff have recently attended training and intend to build on new knowledge learnt. The current system shows how children progress and how activities can be extended for the more able child.

Activities are now regularly available to encourage writing skills and to explore a range of natural and made materials. These are now incorporated into the daily activities provided.

Observations and written records are now kept, which outline children's individual progress in the form of learning stories and these are shared with parents.

Information is shared with parents on their child's educational progress, although more is needed to promote parent's awareness of the curriculum for funded children, and this remains as a point for consideration within this report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming positive relationships with each other and staff with the group. They are very confident and their personal independence skills are developing well. Children are encouraged to make choices from a wide range of activities, tidy up themselves and put their coats on ready for outdoor play. They contribute confidently in group discussions and their ideas and contributions are valued by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children learn the letters of the alphabet and phonic sounds through well planned activities. Children are encouraged to bring items from home to link with letter topics on a weekly basis. Writing and mark making activities are regularly offered on a daily basis to encourage the children's skills. They converse well both on a one to one situation and at group time. Children are actively encouraged to enjoy books and use their book corner effectively without staff's encouragement.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical skills are developing well through excellent use of everyday activities. They are developing skills as they cook and learn measurements of ingredients. They confidently use words to describe size and shape through compare bears and other regular daily activities. Children count with confidence, many well beyond ten. Daily outdoor play provides good opportunities to use positional language such as over and under.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy regular opportunities to build and construct with a range of everyday objects and specific activities. They explore using Popoids to see what happens when you blow down long pieces and make constructions move. They have good resources including a computer and camera to explore information technology. Children's photos are displayed and show on the computer. Children are developing an awareness of other cultures through planned topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily opportunities to enjoy outdoor physical play. There is a good range of outdoor resources, including balancing beams, which encourage movement. Children are practising their throwing and catching skills with balls and bean bags. Healthy eating is actively promoted and children are developing an awareness of the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture, shape and form through a range of stimulating activities, such as play dough and glitter. They sing songs from memory and experiment with different sounds through use of musical instruments. Children use their imagination well in the role play area and a well stocked dressing up rail adds to this enjoyment.

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:
- the methods for sharing information with parents, to give them a greater understanding of their child's education progress and achievements towards the Early Learning Goals.

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.