



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253107

DfES Number: 580609

INSPECTION DETAILS

Inspection Date 23/09/2004
Inspector Name Beverly Kemp-Russell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West Street Pre-School
Setting Address 2 West Street
Retford
Nottinghamshire
DN22 6ES

REGISTERED PROVIDER DETAILS

Name The Committee of West Street Pre-school

ORGANISATION DETAILS

Name West Street Pre-school
Address The Lodge
Grove Coach Road
Retford
Nottinghamshire
DN22 0PW

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

West Street Pre-School opened in 1980. It operates from premises situated in the town centre of Retford. The group have access to the areas on the ground floor, which consist of two rooms, kitchen and toilet facilities. There is an adjacent enclosed outdoor play area, which has a safety surface, with covered veranda. The pre-school serves the local community and surrounding villages.

The setting is registered to provide 19 places, for children aged 2 years to under 8 years. There are currently 34 children on roll which includes 2 funded 4 year olds. Children attend a variety of sessions. The setting have systems in place to support children with special educational needs.

The setting opens five days a week. Opening times are Tuesday, Wednesday and Thursday, 09:15 to 11:45 am and Monday and Friday, 12.15 pm to 14:45 hours, term time only. The holiday club opens Tuesday and Thursday 09:00 to 13:00 hours.

Five staff work directly with the children, four hold an early years qualification and one member of staff is working towards. the setting has support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

How good is the Day Care?

West Street Pre-School provides good care for children. Toys and equipment provide a child orientated environment which helps promote children's all round development. The premises are adequately maintained and suitable for their purpose. Staffing ratios provide supportive adult care for children and staff are qualified. Documentation is well organised, efficient and ensures the welfare, care and learning of children. The operational plan is effective, supporting the settings documentation.

All aspects of safety are good, written risk assessments are regularly completed and staff are vigilant about children's safety both inside and outside. The setting promotes healthy eating and can provide for individual dietary needs of children. All

staff hold a first aid certificate to ensure they meet requirements and promote good health of children. There is a child protection policy but not all staff have sufficient knowledge of child protection procedures. Systems including policies and procedures are in place to include children with special educational needs.

Staff provide a good range and balance of activities for children to support their play and learning. They have positive relationships with the children and they encourage co-operative attitudes. Adults within the setting are caring and attentive to the children and show genuine interest in what they say and do. Children's behaviour is managed effectively, using praise and encouragement to promote good behaviour and self esteem. Staff are good role models and in response children's behaviour is good. Staff work well as a team supporting each other to ensure the smooth running of the session.

The setting has a positive approach towards working with parents and has established regular verbal and written communication. A key worker system supports this. However, systems for keeping parents informed about their children are not fully developed and the complaints procedure is not comprehensive or displayed.

What has improved since the last inspection?

At the last inspection the setting agreed to produce and implement an action plan with timescales which identifies actions to be taken to minimize identified risks and obtain a fire log book. These issues have been addressed by producing and completing regular risk assessments, safety check lists and obtaining a fire log book. This has increased safety within the setting.

What is being done well?

- Staff work well as a team supporting each other to ensure the smooth running of the session. This ensures children feel safe and secure.
- Staff plan and provide activities and play opportunities to promote children's all round development.
- The range and balance of age/ stage appropriate activities provided for children to support their play and learning. Toys and equipment help to provide a stimulating environment for children.
- Staff manage children's behaviour effectively, promoting positive behaviour through praise and encouragement. In response children's behaviour is good.
- The operational plan is effective and works in practice. It supports the settings documentation to ensure the welfare of staff and children.

What needs to be improved?

- provide opportunities for parents to receive regular information on their children's progress and make available to parents a written statement that

provides details of the procedure to be followed if they have a complaint to ensure they are well informed

- develop staff's knowledge and understanding of child protection issues to ensure children are safe.

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 |
|-----|---|
| 12 | Provide more opportunities for parents to receive regular information on their children's progress and make available to parents a written statement that provides details of the procedure to be followed if they have a complaint which includes Ofsted as regulator. |
| 13 | Develop staff's knowledge and understanding of child protection issues and the procedures to follow. |

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

How effective is the nursery education?

West Street Pre-school provides nursery education, which enables children to make generally good progress towards the early learning goals. Provision for the development of knowledge and understanding of the world is very good.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them, which helps support their learning. Staff encourage and praise children for their efforts and achievements which promotes good behaviour and self esteem. They organise the indoor space and resources to create an interesting learning environment.

Planned activities are presented in an enthusiastic manner, but do not always provide balance of curriculum and planning is not effectively evaluated. Staff record observations of children which feed into assessments to identify children's progress along the stepping stones. The setting has systems in place to support children identified as having special educational needs.

The leadership and management of the pre-school are generally good. The pre-school supervisors show a constructive approach to reviewing their organisation and to developing improvement for any areas identified from this inspection. Staff are encouraged to undertake relevant training. The supervisors work directly with the children and are a good role models. The chair person offers support and guidance to staff. Staff work well as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.

The partnership with parents and carers is generally good. Staff have developed positive relationships with them. They receive written and verbal communication from the pre-school linked to the educational provision and any planned events. There is currently no formal system to involve parents more effectively in the developmental processes of children's progress.

What is being done well?

- Staff work well as a team and there is a commitment to providing a good quality service for all children.
- Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.
- The programme for knowledge and understanding of the world is very well promoted and children are making very good progress.
- Staff promote children's behaviour by positive reinforcement, they are good role models for children. In response, children's behaviour is good.

What needs to be improved?

- evaluation of the planning for children's curriculum to ensure that it is effective and balanced in all areas of learning
- some staff's knowledge of the early learning goals to ensure they are aware of the planning or the learning intentions associated to an activity
- systems which enable parents to have an effective involvement and influence in the developmental assessment processes for their child.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children interact co-operatively within groups share and take turns. At times they show good levels of concentration and involvement in activities. Children's behaviour and consideration of others is generally good. They are using opportunities to develop their independence, however, there are missed opportunities for this during snack-time. Children initiate interactions with others; have confidence to speak within groups and have formed good relationships with adults and other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use books appropriately and enjoy stories. They are able to use language effectively, for negotiating and expressing imaginative ideas within their play. Children can recognise their name, although they do not necessarily associate meaning to print. They have some opportunities for mark making and more able children can write their name. However, in general, children do not link sounds to letters or practice use of phonics.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to 9 and above. Children are developing ability to recognise and follow simple patterns. They are using mathematical language, for example, more/less and developing knowledge and understanding of space and measurement. However, there are missed opportunities to say and use number names in familiar context and too few opportunities for children to use mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have developing ability to use information technology, including programmable toys and a computer, which supports their learning in other areas. They have a sense of place within their local environment and they are developing awareness of the cultures of other people. Children make use of practical learning activities, to explore and study living materials, developing knowledge of why things happen and patterns of change. They select materials and use construction techniques.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children access a variety of resources which help them to develop physically. They use a variety of tools with good control to make changes to materials, to shape and construct. Children engage in healthy practices, including good hygiene routines and healthy eating. They are able to move confidently around each other, showing good balance and spatial awareness. The opportunities for children to use large equipment and develop large body movements are not practiced enough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their imagination through role play activities and use of materials such as painting, construction modelling, collage and drawing. Children use role play activities to act out imagined experiences. Children express and communicate their ideas by using a widening range of materials and tools but there are limited opportunities for children to express their thoughts and feelings through music and movement. Children explore colour, texture and shape through a variety of mediums.

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

- Key issues
- evaluate and improve planning for children's curriculum to ensure that it is balanced and effective in all areas of learning
- develop some staff's knowledge of the early learning goals to ensure they are aware of the planning or the learning intentions associated to an activity
- provide a system which enables parents to have effective involvement and influence in the developmental processes for their child.

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.