



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109957

DfES Number: 581792

INSPECTION DETAILS

Inspection Date 21/05/2004
Inspector Name Wendy, Anne Lunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name 3-4-5 Pre-School
Setting Address 24 Jacklyns Lane
Alresford
Hampshire
SO24 9JJ

REGISTERED PROVIDER DETAILS

Name The Committee of 3-4-5 Pre-School

ORGANISATION DETAILS

Name 3-4-5 Pre-School
Address Jacklyns Lane
Alresford
Hampshire
SO24 9JJ

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

3-4-5 Pre-school opened in the mid 1960's. It is registered to care for no more than 26 children from two years to under five years.

It operates from the Methodist Church Hall in Alresford. The group serves the local area.

There are currently 37 children from three years to under five years on roll. This includes 17 funded three year olds and 16 funded four year olds. Children attend for a variety of sessions. There are currently no children attending who have special needs or who speak English as an additional language but systems are in place to provide support.

The group opens for four mornings and two afternoons a week during school term times. Sessions are from 09:15 until 11:45 on Monday, Tuesday, Wednesday, and Friday mornings, and from 12:30 until 15:00 Monday and Wednesday afternoons.

Five staff work with the children. Four have early years qualifications. There is a training programme in place. The setting receives support from the reception teacher at the local school and from the Early years Development and Childcare Partnership [EYDCP].

How good is the Day Care?

3-4-5 Pre-school provides good quality childcare.

The preschool offers a warm, supportive welcome for children. They have an enthusiastic staff team who operate a key worker system enabling them to get to know the children really well. The staff make effective use of the space both indoors and outside to ensure that the children enjoy a balanced selection of activities to encourage their learning and development.

The staff provide a wide range of toys and equipment which children can access and some that they are encouraged to select for themselves. They have a changing

range of stimulating activities which are well planned and cater for children's individual requirements.

The children develop confidence and self esteem through the praise and encouragement they receive from staff. They learn to share and take turns and behaviour is very good. The staff are aware of their responsibility to protect children and keep them safe, and have clear health and hygiene procedures in place which the children understand.

The preschool has developed close working relationships with the parents. They receive clear information about its policies and procedures. Parents are encouraged to support the group and information is given about the many ways they can do this. Most documentation is in place, and children's records are kept confidentially.

What has improved since the last inspection?

Not applicable

What is being done well?

- The preschool have a stable and committed staff team who work closely together to meet the needs of all of the children. They are very experienced and encouraged to access training to further their knowledge and understanding of their work.
- The staff team have good systems in place to ensure that the group is well run and that they are providing quality care for children through a wide range of appropriate activities.
- Children have the freedom to make choices and to select activities both indoors and outside. They have the chance to go outside on a daily basis for physical play and to explore their environment.
- The partnership with parents is very good. They have many opportunities to become involved with the group and support its activities.

What needs to be improved?

- safety, to ensure that access to the premises and use of electric buggies by other patrons does not affect the children;
- recording; to ensure confidentiality is maintained in the accident book.

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
6	Ensure that the provision is closely monitored when other users are present, particularly the outside area when electric buggies are being operated.
7	Ensure that confidentiality is maintained in recording in the accident book

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

How effective is the nursery education?

3-4-5 Pre-school provides high quality nursery education. Children are making very good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is very good. The experienced staff use their knowledge of the early learning goals to provide a wide range of activities and experiences for the children. They know the children very well enabling them to plan for their individual requirements. Staff make good use of a wide range of resources to provide activities both indoors and outside which maintain children's interest and enable them to make progress. They question children effectively to make them think, and they listen to what each child has to say. Children feel supported and valued and their behaviour is very good.

The leadership and management of the preschool is very good. The leader and staff team work together with the committee to produce a well balanced programme to meet the needs of all of the children. There is a stable, committed staff team who work together well. Informal systems are in place for the assessment of staff who are encouraged to increase their skills and expertise through training.

The partnership with parents is very good. They receive clear information about the group its policies procedures and educational programme. Parents feel informed about their child's progress through the stepping stones towards the early learning goals. They are welcomed into the group and invited to contribute to its running on many levels. Parents feel that they can always talk to the staff concerning any aspect of their child's care and development.

What is being done well?

- The enthusiastic and skilled staff team create an environment where children are happy and relaxed. They provide effective challenges, value each child's contribution and support children who are less able. Children develop confidence and self esteem and behaviour is very good.
- Staff have a sound knowledge of the early learning goals. They plan effectively to make sure that children's individual needs are met and they make good progress in all six areas of learning.
- Children work well together. They are confident, and able to communicate well with adults and peers alike. They take the initiative and show high levels of concentration.
- The partnership with parents and carers is very good and contributes to the children's progress towards the early learning goals.

What needs to be improved?

- There are no key issues but consideration should be given to:-
- the formalisation of the assessment process for staff;
- the use of activity cards to provide volunteers with more information.

What has improved since the last inspection?

The preschool have made very good progress in addressing the key issues from the last inspection ensuring that the children are effectively monitored and that all elements of the session promote their learning and development. The preschool have an effective written record keeping system which is shared with parents. They are now looking at the new Record of Achievement which has been introduced and may use this in the future.

The preschool have a new climbing frame which is used on a regular basis.

The preschool have extended their multicultural resources, and the children continue to learn about their own and other cultures and beliefs through planned topic work.

All of the children are encouraged to care for their environment during the daily routine. Tasks and jobs are assigned to ensure that all children are happily involved.

Snack time has been reorganised so that children generally sit in their key worker groups although they sometimes sit at a large table so that they have the opportunity to experience being in the full group. The story time routine is monitored and reviewed. Children sometimes sit in smaller groups, staff change the story if appropriate, or the children choose a book that they would like to read.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop confidence and self esteem and their behaviour is very good. They learn to cooperate and work well together. They listen to each other, share resources, take turns and persist with a task until it is finished. Children show independence in selecting resources and in personal care, such as putting on shoes and sun hats before they go outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well and they are encouraged to express their thoughts and ideas. They speak confidently in small and large groups, extending their vocabulary and learning the meaning of new words. Children learn to link sounds to letters and practise pre-writing skills. They understand that print carries meaning and enjoy looking at books and listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about mathematical language and problem solving through everyday routines and practical activities. They recognise and use numbers one to ten in familiar context, with some children identifying larger numerals. Children show an interest in numbers and counting and are beginning to represent numbers in various ways. They use their knowledge to choose competently from a range of shapes to make models of correct proportions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop very good cutting and joining skills, using a variety of tools and materials to make models and pictures. They use the outdoor areas to explore the environment, looking at plants, and creepy crawlies. Children talk about the weather and observe the changes to the seasons. They learn about their own and other cultures and beliefs through planned topic work. The children enjoy being out and about visiting places of interest in their community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently use a range of large equipment for climbing, jumping and balancing. They use the outside area to run, spin, play ball games and blow bubbles. Children have the opportunity to match movements to music and practise skills like throwing and catching. Children demonstrate a good sense of space and move confidently during physical activities. Staff provide good opportunities for children to use their imagination through role play and singing sessions.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn about colour, shape and texture through art and craft activities, sand and water play and working with construction sets. They confidently participate in music and movement sessions and explore sound and musical instruments. Children respond with all their senses to a broad range of experiences such as tasting and smelling foods, and touching a range of contrasting textures. They use their imagination and develop their ideas through role play and dressing up.

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 key issues but consideration should be given to the following:-
- Instituting a formal assessment scheme for staff;
- Ensuring that volunteers have activity cards to give them information on the aims, outcomes, vocabulary, and questions to use when helping.

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.