



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226253

DfES Number: 523617

INSPECTION DETAILS

Inspection Date 04/02/2004
Inspector Name Anne Archer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Birstall Methodist Pre-School
Setting Address Wanlip Lane
Birstall
Leicester
Leicestershire
LE4 4JS

REGISTERED PROVIDER DETAILS

Name Birstall Methodist Church

ORGANISATION DETAILS

Name Birstall Methodist Church
Address Wanlip Lane
Birstall
Leicester
Leicestershire
LE4 4JS

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

Birstall Methodist Pre-School opened in September 1970. It operates from two rooms in the Methodist Church Hall in the centre of Birstall in Leicestershire. The pre-school serves the town and surrounding area.

There are currently 60 children from two and a half years to under five years on roll. This includes 30 funded three-year-olds and 16 funded four-year-olds. Children attend for a variety of sessions. The pre-school is able to support children with special needs and currently supports children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 until 11:45 on Tuesday, Wednesday and Thursday and from 12:45 until 15:15 on Monday and Friday.

Seven part time staff work with the children. Half of the staff have early years qualifications to NVQ level three and one member of staff is currently working towards a recognised early years qualification. The pre-school has regular volunteer helpers. The pre-school receives support from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

Birstall Methodist Pre-school provides good quality care overall for children aged from two to under five years.

The premises are secure and well-maintained and effective procedures are in place throughout to ensure children's safety and wellbeing. Established health and hygiene practices help to promote children's good health. Staff and volunteers relate well to the children and are sensitive to their needs.

Space is used effectively and staff provide a broad range of activities to meet the needs of all the children attending. Staff have a consistent approach to managing

children's behaviour and help to promote children's self esteem through praise and encouragement. Good manners are encouraged.

The strong staff team form good relationships with children and their parents. Good verbal communication and effective record keeping ensure that parents are kept informed of the progress and development their child is making.

What has improved since the last inspection?

At the last inspection the pre-school were asked to attend to a number of issues relating to the premises to ensure the safety and security of children. These were dealt with promptly. There were also actions made relating to documentation and public liability insurance, these have also been addressed and promote children's welfare.

What is being done well?

- The pre-school has good deputising arrangements in place and the high adult/child ratio ensures that children are fully supported in their development and learning.
- Toys, equipment and materials are used to provide children with a balanced range of activities that promote all areas of learning.
- Staff are deployed effectively and are vigilant about children's safety at all times. Effective systems are in place for the safe arrival and departure of children.
- Staff have a consistent approach to managing children's behaviour. Good behaviour is valued and encouraged.

What needs to be improved?

- the number of staff that hold a current first aid training certificate to ensure that children who have an accident receive prompt and accurate first aid treatment
- the provision of a healthy snack for children during the pre-school session
- the process for sharing new and updated policies with parents to ensure they have access to all relevant information about the pre-school.

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
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.
8	Consider ways of providing a healthy snack for children.
14	Make all new and updated policies available to parents.

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

How effective is the nursery education?

Birstall Methodist Pre-school provides good quality nursery education where children enjoy learning through a range of interesting and stimulating activities. Children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world and physical development.

The quality of teaching is generally good. Staff provide a stimulating range of practical activities to help children learn. They interact well with children and extend individual children's learning through appropriate and thoughtful questioning. The planning system generally provides a suitable framework to help children make progress however, it does not include extension learning for less or more able children. There are effective systems in place to support children with special educational needs and children who speak English as an additional language.

The leadership and management of the pre-school is generally good. The joint managers share responsibilities and each has a deputy. They and their supportive management committee are very good at assessing the strengths and weaknesses of the provision. However some evaluations do not state whether or not the learning intention was achieved for some or all of the children. An effective staff appraisal system is in place and staff are encouraged to access training.

Partnership with parents and carers is generally good. Parents are provided with good quality information about the foundation stage curriculum and they are encouraged to be involved in their children's learning. However there is still no formal opportunity for parents to contribute information towards their child's assessment and attainment records.

What is being done well?

- Staff provide a stimulating environment where children are motivated to learn. There is a good balance of child and adult initiated activities.
- Staff interact well with children, extending individual children's learning through appropriate and thoughtful questioning.
- Children's personal, social and emotional development is very good. Staff support new children while they develop personal independence and begin to form relationships with their peers.
- Good quality information is provided to parents about the nursery provision and they are encouraged to be involved in their children's learning.
- Children with special educational needs are well supported.

What needs to be improved?

- planning to include extension learning for the less and more able children
- planned activities to develop children's understanding of the use of their senses
- planned activities to develop children's learning of space and measure
- planned activities which teach children to use language for thinking
- opportunities for parents to contribute towards their child's assessment and attainment records
- the evaluation of the learning outcome of activities.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection to address the key issues.

A staff rota has been introduced which includes individual's daily duties and responsibilities to ensure staff are deployed at all times to provide maximum benefit to the children's education.

Number rhymes and songs are used throughout the sessions to reinforce children's learning of numbers.

Parents are encouraged to complete an initial assessment form outlining their child's stage of development and can speak to staff at any time about their achievements. However they do not have any other opportunities to record what they know about their child's learning. This key issue has only been partly met and will remain a key issue of this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing self-confidence and self esteem. Most children separate from their main carer with confidence and talk freely about their home and community. Children show increasing independence in selecting and carrying out activities. They are beginning to form relationships with adults and other children, seeking out others to share experiences. All children have an awareness of the boundaries set and the behavioural expectations within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with increasing attention and recall. They speak to others about their wants and interests but some are not yet confident to talk activities through, reflect and modify what they are doing. They are learning to link sounds to letters verbally and visually. Children show an interest in illustrations and print in books and are starting to understand how stories are structured. Children engage in activities requiring hand/eye coordination and practise pre-writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use number names in order in familiar contexts. They recognise some numerals of personal significance. Four year olds show an interest in number problems sometimes offering solutions. Regular opportunities for children to learn about space and measure are not evident. However children are learning about shape and four year olds show an awareness of similarities in shapes in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in how things happen and why things work. They realise that tools can be used for a purpose. Four year olds perform simple functions on ICT equipment. They can describe simple features of objects and events. Children are beginning to differentiate between past and present and show an interest in the world in which they live. All children can express feelings about a significant event and four year olds are gaining an awareness of the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely with pleasure and confidence. Four year olds can adjust speed or change direction to avoid obstacles. Most children demonstrate the control necessary to hold a shape of fixed position. They are aware of their own needs with regard to eating, sleeping and hygiene and four year olds are aware of the effects of activity on their bodies. Children construct with large materials and are beginning to understand that equipment and tools have to be used safely.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to differentiate colours and four year olds are learning what happens when they mix them. Children make three-dimensional structures. Children join in favourite songs, show an interest in the way musical instruments sound and imitate and create movement in response to music. Children enjoy using their imagination in role-play, using one object to represent another. Activities for children to develop their senses are too infrequent to reinforce previous learning.

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

- Encourage parents to contribute towards their child's assessment and attainment records at any time;
- assess evaluatively the learning outcome of activities and use this information when planning future activities.

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.