



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507850

DfES Number: 521795

INSPECTION DETAILS

Inspection Date 29/09/2003
Inspector Name Mandy Gannon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rising Fives Pre-School Group
Setting Address OLD PRIMARY SCHOOL CANTEEN
WELLS LANE
WHITCHURCH
HAMPSHIRE
RG28 7AN

REGISTERED PROVIDER DETAILS

Name The Committee of Rising Fives Pre-School Group

ORGANISATION DETAILS

Name Rising Fives Pre-School Group
Address Old Primary School Canteen
Wells Lane
Whitchurch
Hampshire
RG28 7AN

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

A pre school situated in Whitchurch which opened in 1972 and has been in its current building since 1974.

Rising 5's caters for 26 children at any morning or afternoon session aged between two years nine months and five years old.

It is open Monday-Friday 9:15-12:00, Monday, Tuesday and Friday 12:30-3:15 and Thursday 12:45-3:15 term time only.

The building has been renovated and adapted to its present use, providing two large rooms for the children's play and an enclosed tarmac play area to the side of the property.

There are currently 41 children attending, 32 who are funded three year olds. There are currently no children attending who have special educational needs or for whom English is an additional language.

The pre school has regular support from the pre school learning alliance and EYDCP. It has close links with the local school and works closely with them. 8 members of staff work with the children, 5 of whom are qualified.

How good is the Day Care?

Rising 5's provides good care for children. The staff hold suitable qualifications and undertake training to support their work. The environment is well maintained, bright, cheerful and welcoming. Space is well utilised, however some areas are not always used effectively. Documentation is well maintained, however some details are required and confidentiality must be maintained.

The staff have a good understanding of safety, regularly review practices and risk assessments are undertaken. Good hygiene practices are encouraged and staff actively promote good health and hygiene. Children are not always encouraged to eat healthy snacks. Resources and policies reflect equal opportunities and staff meet

the individual needs of children well. Children who have special educational needs are included with good support from within group and outside agencies if required. Staff are aware of child protection procedures. A policy is in place which is available to parents. The majority of staff are first aid trained.

There is an extensive range of toys and resources including resources to reflect equality of opportunity. Resources are well utilised however, children's ability to access them independently are limited. The relationship between the staff and children is good, they listen and talk to the children. Clear, consistent rules are in place regarding behaviour which children are aware of and staff act as calm role models encouraging and praising the children. The relationships between the staff and parents is good, parents feel informed and links are good. The entrance hall is used effectively to display information.

What has improved since the last inspection?

1st inspection

What is being done well?

- Staff make good relationships with children, they attend to their individual needs, listen and talk to them offering praise and encouragement.
- Children are provided with a good range of toys and activities which reflect equality of opportunity, providing stimulation and a balance of activities which help children develop in all areas.
- Staff make sure all children are safe and well cared for. Routines to promote health and hygiene are established.

What needs to be improved?

- accessibility of toys;
- procedures for completing accident book and maintaining confidentiality;
- display and use of book area;
- promotion of healthy snacks.

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
1	inform Ofsted of relevant changes.
3	organisation and accessibility of toys.
14	maintain adequate detail and confidentiality in accident book.
14	ensure all documentation is in place and up to date.

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

How effective is the nursery education?

The provision for nursery education at Rising 5's pre school is acceptable and of high quality overall. Children are making very good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan a variety of activities and have a good understanding of what children learn from them. Resources are of a good quality and are generally well organised to increase children's independence. Activities are presented in an enthusiastic manner but do not always provide sufficient challenge to older or more able children especially in mathematics. Communication language and literacy is generally good but books are under utilised.

Staff have developed an effective recording and planning system to evaluate against the stepping stones and early learning goals. Not all staff are confident in this recording process and management are developing this area to include all staff. Staff have a clear picture of children's progress to share with parents.

The leadership and management of the pre school is very good. The supervisors work well together, developing a dedicated effective team who have a collaborative approach to all aspects of their work and attend regular training to develop and up date their skills and knowledge. An effective system has been put in place to monitor and evaluate the quality of teaching.

The partnership with parents and carers is very good. Parents spend time talking to staff informally about their children and are well informed of daily and forthcoming events. Staff work with parents on their child's development and their transfer to school.

What is being done well?

- Relationships between staff and the children and their parents are good, these help children develop their confidence and support all aspects for their learning.
- Children are confident in designing and making skills. They use a range of recycled materials, construction activities and play dough to extend their skills.
- Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions.
- Children are praised and encouraged in their work and play to build their self confidence and self esteem.

What needs to be improved?

- encourage children's use and enjoyment of books on an informal basis;
- extend opportunities for older or more able children in simple calculations and use of associated vocabulary in practical activities.

What has improved since the last inspection?

Planning -Group have implemented an effective recording system to evaluate against the stepping stones and early learning goals. To monitor and evaluate the quality of teaching and monitor the children's learning and development.

Mathematical development -Children learn to use numbers in everyday situations and have a good understanding of shape, size through practical activities. However staff still miss opportunities to extend older or more able children in simple calculations and using associated vocabulary in practical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children's confidence and self esteem are built up by staff who know them well and work closely with their families. Children are able to choose from the activities and resources resources provided. They are able to take care of their personal needs. Children are well behaved and are aware of rules and behavioural expectations. They learn to share, take turns and are polite and considerate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. Children communicate with confidence. They listen to stories and join in with simple songs, however, they do not choose to use use books independently. Children recognise their first names and are beginning to write these correctly with well formed letters. Activites such as role play miss opportunities to write for a purpose and practice emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Children have good support to help them count to 10 and are aware of shapes ,size and colour. Children talk about size and shape in practical activities. However, staff miss opportunities to extend older or more able children for simple calculations and using associated vocabulary in practical activities.e.g. snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. Children gain good awareness of their local community and visit local places of interest. They have good access to technology which children use with increasing awareness and confidence. Children make models from construction kits and copy examples. They use glue, and recycled materials with confidence.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. They have their own enclosed tarmac garden which has been recently developed and is not used to it's full potential. A large selection of equipment is available to encourage balancing, climbing, throwing, catching, pedalling indoors and out. Children learn to handle scissors, paint brushes and pencils with increasing confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. Children participate in role play enthusiastically using their imagination to be fireman climbing up the building, mother and her baby taking to the toilet to change. Simple rhymes are joined in with and children are aware of the differences between loud and soft sounds.

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

- increase children's enjoyment of books on an informal basis
- increase opportunities for older or more able children to use simple calculations in practical activities using associated vocabulary.

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.