



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130775

DfES Number: 513691

INSPECTION DETAILS

Inspection Date 09/12/2004
Inspector Name Bridget Richardson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Village Under Five's
Setting Address Village Centre
Windlesham Close, Portslade
Brighton
East Sussex
BN41 2LY

REGISTERED PROVIDER DETAILS

Name The Committee of Village Under Five's

ORGANISATION DETAILS

Name Village Under Five's
Address Village Centre
Windlesham Close
Portslade
East Sussex
BN41 2LL

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

Village Under Fives opened in 1971. It is operated from the main hall of the Village Centre, which is situated in Portslade. A maximum of 30 children may attend the setting at any one time. The setting is open Monday to Friday from 09:15 to 11:45 and 12:15 to 14:45 Tuesday, Thursday and Friday term times only. All children share access to an outdoor play area.

There are currently 60 children aged from 2 to 5 years on roll. Of these 52 children receive funding for nursery education. Children attend from the local and surrounding communities. The setting currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The setting employs 10 staff. Ten of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a further qualification.

How good is the Day Care?

Village Under Fives provides good quality care for children. Staff are qualified and are committed to further training and development. They ensure that the hall is a stimulating place to play with a variety of activities. The policies and procedures that guide the practice of the group are reviewed regularly, however one minor improvement in documentation is required to maintain an accurate record of times children attend.

Staff are vigilant about safety and supervise the children closely at the beginning and end of sessions and when moving around areas. However security of the premises requires improvement and the hot water to the children's bathroom needs to be maintained at an appropriate temperature. Staff provide a snack, and drinks are freely available. Staff are committed to ensuring that children with special needs make good progress in the group and work with parents and other professionals to maximise their inclusion. Staff have a good working knowledge of child protection

issues and ensure that the welfare of the child is paramount.

Children are given individual attention to ensure that they are settled and secure in the group. The routine allows for free play, one-to-one activities and group times. Staff know the children well and this is reflected in the planning. The resources reflect the diversity of the group and staff work with parents to ensure any cultural needs are met. Staff are committed to finding positive ways to work with all the children in order to bring out the best in them.

Parents are given comprehensive information on the setting and their own child, and can talk to staff or attend a session at any time. Key-workers meet with parents to discuss progress and staff are keen to involve parents at every opportunity.

What has improved since the last inspection?

At the last inspection the setting agreed to provide an appropriate first aid box. An appropriate first aid box is now in place and stocked accordingly.

What is being done well?

- Children are relaxed and confident in the setting and interact confidently with adults and peers.
- Staff are interested in what children have to say, they ask questions to make them think and respond to children's interests. They offer lots of praise and encouragement to children building their self esteem.
- Partnership with parents is very good. Parents are involved in their child's learning and are given a wealth of information on progress.
- Staff act as positive role models when dealing with behaviour issues. They are consistent and take in to account a child's age and stage of development.
- Extensive range of toys and play equipment available for children that they are interested in and want to play with.

What needs to be improved?

- the security of the premises
- the temperature of the hot water
- the attendance register.

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	Maintain an accurate attendance register at all times.
6	Ensure hot water does not pose a hazard to children.
6	Ensure the premises are secure so that unauthorized persons cannot access.

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

How effective is the nursery education?

The provision for funded education at Village Under Fives Pre-School is acceptable and is of good quality. Children are making generally good progress towards the early learning goals in communication, language and literacy and very good progress in the other five areas of learning.

The quality of teaching is generally good. Staff plan a variety of interesting and stimulating activities, both for indoors and out, and understand what children learn from them. They provide good support and question children effectively, encouraging them to think for themselves. Staff have high expectations of children's behaviour and they set realistic boundaries and understand the importance of praise and encouragement in promoting good behaviour. Activities are presented in an enthusiastic manner, they are interesting and fun and children are keen to participate. Toys and equipment are of good quality, however at snack time and in art and craft activities children's independence is not always encouraged and children are not always able to freely access and choose resources.

The nursery has an effective system in place that enables them to record children's progress towards the early learning goals. The information gathered is continually evaluated and used to plan for the children's next stage in learning.

The leadership and management is very good. The management understand their differing roles and responsibilities and motivate the staff group well. Staff work well together as a team and are actively encouraged to attend further training. Systems are in place to monitor and evaluate the provision and help ensure continual improvement.

Partnership with parents is very good, clear written information on the educational programme is available. Formal and informal systems are in place for sharing information on children's progress and parents are encouraged to be involved in their child's learning.

What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversation.
- Staff make good use of their local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.
- Parents are actively involved in their child's learning and opportunities are provided for them to share information and extend their learning in the home.
- Children's knowledge and understanding of the world is very good and activities encourage them to explore and investigate. They talk in detail about

themselves and the world around them.

What needs to be improved?

- the opportunities for children to be independent when completing art and craft activities and at snack time
- the opportunities to extend children's handwriting skills.

What has improved since the last inspection?

At the last inspection the setting agreed to use every day routines to extend children's awareness of number operation such as addition and subtraction. To ensure that plans identify appropriate challenges for children of different abilities. Staff use everyday routines to extend children's awareness of number operations such as addition and subtraction. Plans now clearly show appropriate challenges are identified for different abilities and staff are competent in implementing these.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This ensures good relationships and harmony. However children's independence at snack time is limited as staff pour drinks and give children snack.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They learn to negotiate well and to express their imagined experiences during a good range of role play situations. Children enjoy listening to stories and exploring books on their own. Opportunities for children to mark make are not freely available during the session and there are limited opportunities for emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities. They show an interest in numbers and counting and are beginning to represent numbers in various ways. Numbers, shapes and colours are represented around the pre-school.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide activities and have resources that encourage children to explore and investigate allowing them to talk in detail about themselves and the world around them. Children are confident in using information technology and can freely access a computer and understand how to use simple programmes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using a good range of outside play equipment and move confidently and safely during outside play. They show good co-ordination and are developing skills in balancing, throwing and catching. Children have access to a wide range of opportunities to handle objects and malleable materials and do so safely and with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond with all their senses to many experiences, such as observing and listening to sounds in their environment and touching a range of contrasting materials. They enjoy singing songs from memory and acting out a variety of scenarios in imaginary play. Daily art and some craft activities are adult led and children are not able to choose their own materials to be creative.

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 opportunities for children to be independent when choosing resources for art and craft activities and at snack time.
- Develop children's handwriting skills by providing them with more opportunities to practice mark making.

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.