



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120063

DfES Number: 525393

INSPECTION DETAILS

Inspection Date 15/06/2004
Inspector Name Marilyn Joy

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hazeltots Pre-School
Setting Address Hazel Avenue
Guildford
Surrey
GU1 1NS

REGISTERED PROVIDER DETAILS

Name The Committee of Hazeltots Pre-School

ORGANISATION DETAILS

Name Hazeltots Pre-School
Address Hazel Avenue
Guildford
Surrey
GU1 1NS

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

Hazeltots Pre-school opened in approximately 1977. It operates from a community hall in a residential area of Guildford and serves the local community. The pre-school has access to all rooms downstairs and there is a secure outdoor play area.

There are currently 31 children from two years to five years on roll. There are 10 funded three-year-olds and 13 funded four-year-olds. There are 6 children with special educational needs and no children with English as an additional language. Children attend for a variety of sessions.

The pre-school opens five days a week during school term times. Sessions are from 09:00 until 12:55.

There are six members of staff who work with the children. There are two with early years qualifications and one working towards a recognised qualification. The pre-school receives support from the Early Years Development and Childcare Partnership. The pre-school has completed the assessment for the Pre-school Learning Alliance Accreditation Scheme.

How good is the Day Care?

Hazeltots Pre-school provides satisfactory care for children. A warm and welcoming environment is provided for children and parents. Staff work hard to set up the hall with attractive displays and a wide range of resources in readiness for children's arrival. Staff are committed to developing their skills and take advantage of training opportunities. However deployment of staff and maintaining staff ratios is not always effectively managed. Most documentation is in place although some has not been updated.

Staff have an awareness of safety issues and practise emergency procedures regularly. However effective risk assessments are not always carried out on a daily basis. Good hygiene practices are promoted with children at snack and lunch time.

Staff have a sound knowledge of children's individual needs and dietary requirements. The pre-school liaises with parents and other professionals in order to support children with special needs.

A broad range of activities are provided to support children's learning in all areas of development. Children move around activities freely, choosing what they want to do next. Most form positive relationships with staff and each other. Staff interact effectively with children, particularly when working in small groups.

Partnership with parents is developing well. Parents have access to a range of information about the pre-school and their child. Parents are encouraged to be involved through the committee or fundraising events. Policies and procedures are available for parents although some require updating.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff form friendly relationships with parents and exchange information daily about children's care and well-being. Details of topics and daily activities are available on the parent's notice board and newsletters. Regular reports keep parents up-to-date with children's progress and achievements.
- Excellent displays decorate the walls and low-level tables are used to display an interesting variety of materials for children to explore. The layout at the beginning of the session is planned well to include a wide range of resources to promote children's learning in all areas.
- Staff interact positively with children. They encourage them to select craft materials for themselves and choose what activities they want to explore. Younger children benefit from some activities aimed at under threes.
- Evacuation procedures are regularly undertaken to ensure staff and children have a clear understanding of what is expected. Children line up and respond well.

What needs to be improved?

- staffing arrangements
- daily risk assessments in order to maintain a safe environment
- the child protection policy
- documentation.

Outcome of the inspection

Satisfactory

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
13	Update the child protection policy, to include the procedure to be followed if an allegation is made against a member of staff, and share with parents.
2	Ensure staff are deployed effectively to support children indoors and outdoors and minimum staffing levels are maintained.
14	Update and accurately maintain the following documentation: accident book and children's records including authorisation for named individuals to collect children.
6	Ensure daily risk assessments are carried out in order to maintain children's safety at all times.

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 Hazeltots Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning. They are making very good progress in knowledge and understanding of the world.

The quality of teaching is generally good. Staff use their knowledge of the early learning goals to plan a varied programme to develop and consolidate children's learning. Regular observations and assessments of children's progress are used to plan the next steps for learning. Many activities are well planned and clearly linked to the stepping stones. However management of the daily timetable and group activities is not always effective so challenging behaviour sometimes disrupts children's learning. Good use of displays and posters, as well as the arrangement of a wide range of resources indoors, provides an interesting and inviting environment. However noise levels in the main hall makes listening and quieter activities difficult. Staff work well as a team and form easy and trusting relationships with children.

Leadership and management is generally good. Clear aims for children's care and education are shared with parents. Staff and the committee have made use of quality assurance schedules and staff have taken advantage of training opportunities, particularly in areas highlighted for development. However deployment of staff and use of the accommodation have not been effectively reviewed. Children's progress is monitored and focus activities evaluated. Parents have been consulted and their views responded to.

Partnership with parents is generally good. Parents are provided with a range of information about the setting, it's policies and procedures. Information about daily activities is displayed. Children's report books are shared with parents, although there are no formal arrangements to discuss their child's progress or view their individual records.

What is being done well?

- Partnership with parents is developing well. Children's report books include a review of their achievements, their next steps for learning and space for parent's comments. Activity sheets are shared with parents so they can support children's learning at home.
- Planned activities are clearly linked to the stepping stones and children have many opportunities to consolidate their learning through a variety of activities.
- Children are interested in the world around them. Staff encourage them to talk about their experiences when making their 'All about me' books and features of their environment when making maps.

- Staff interact effectively with children when working in small groups or individually. They extend their learning and encourage them to concentrate and listen.

What needs to be improved?

- organisation and management of group activities
- system for monitoring the effectiveness of the provision
- opportunities to solve simple mathematical problems.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection when they were asked to improve the provision for mathematics by taking advantage of learning opportunities as they arise in everyday activities and routines. A variety of planned activities and incidental learning opportunities are used to extend children's mathematical knowledge and understanding such as counting steps or finding shapes. However opportunities are missed to introduce calculation and problem solving into everyday routines.

The pre-school was also asked to make better use of the accommodation and resources. Low-level tables have been obtained so that interesting objects and materials can be displayed at children's level. Additional safety mats have been purchased to surround the climbing frame and improve children's safety. The computer has been moved into a smaller room so it is easier for children to hear and concentrate. However, other quiet activities, such as circle time, are still carried out in the main hall where noise levels makes listening and concentration difficult.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive confidently and select activities from the range available. They are keen to share their achievements with staff and seek their support when needed. Some children find it difficult to concentrate and join in fully during whole group activities. Many form friendly relationships with others and are developing personal independence with daily routines. Some children persist with activities until satisfied with the results for example when cutting and sticking.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their language skills. They initiate conversations with others and contribute at circle time. They listen to stories in small groups although some lose attention when in a larger group. Some choose books for pleasure. Staff demonstrate writing for a purpose and many children attempt mark-making. There are few opportunities to recognise or refer to familiar words. A variety of activities encourage pre-writing skills and a range of text is displayed around the room.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

A variety of activities are planned to introduce mathematical language and understanding. Children name and identify shapes in the environment when making simple maps and find corresponding shapes on posters. Children join in with counting activities. They count and recognise small numbers. There are few opportunities for them to develop calculating skills during everyday routines. Children explore shape and size when constructing with bricks or making puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in the world around them. They investigate natural materials, explore different mediums and carry out experiments to find out what will dissolve. They learn about mini-beasts and growing cress. When making their 'All about me' books they recall and talk about past experiences. They create their own imaginary maps after making a simple map of the area with staff. Many are beginning to select tools and resources in order to construct or create their own designs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Many children move confidently and with increasing control. They use a variety of small and large equipment such as the climbing frame, bikes and balls. Few outdoor activities are planned so children are not always sufficiently challenged to develop their large muscle skills. Children engage in a variety of activities to develop their hand/eye co-ordination. Many use tools for drawing, cutting and glueing well. They are developing an awareness of healthy practices and their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use a variety of materials to express themselves freely and repeat previous activities independently such as going on a bear hunt. They attempt to make 3D insects from different materials and many concentrate when creating their own collage. Children enjoy familiar songs and rhymes. Music is not always organised effectively to interest all children. Children engage in imaginative play in the well-resourced role-play area. They dress-up and play co-operatively in the hospital.

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

- improve organisation and management of group activities to ensure children are sufficiently interested and involved in order to maintain their attention and develop their concentration and listening skills.
- implement a system to monitor the effectiveness of the provision for nursery education, in particular use of the accommodation and deployment of staff
- increase opportunities for children to solve simple problems and calculations such as how many more or less, during everyday routines.

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.