



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226404

DfES Number: 580077

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Ann Austen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Great Bowden Pre-School
Setting Address Church Hall
Dingley Road, Great Bowden
Market Harborough
Leicestershire
LE16 7ET

REGISTERED PROVIDER DETAILS

Name Great Bowden Pre-school 1039424

ORGANISATION DETAILS

Name Great Bowden Pre-school
Address Church Hall, Dingley Road
Great Bowden
Market Harborough
Leicestershire
LE16 7ET

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

Great Bowden Pre School opened in 1984. The group is registered to provide care for 26 children. It operates from the church hall within the village of Great Bowden, Market Harborough. The pre school serves the local community and surrounding areas.

There are currently 71 children from 2 to under 5 years on the register. This includes 35 funded three year olds and 14 funded four year olds. Children attend a variety of sessions. Staff are able to support children with special needs and children who speak English as an additional language.

The group opens five days a week during the school term only. Sessions are from 09:15 until 11:45 every morning and from 12:45 until 15:15 on a Monday, Tuesday and Thursday.

Five part time staff work with the children. All staff have early years qualifications. The setting receives support from Early Years Development and Childcare Partnership.

How good is the Day Care?

Great Bowden Pre School provides good care for children. The setting offers a warm and welcoming childcare experience. It is safe, secure and suitable for its purpose. Good use is made of the space, equipment and resources to enable children to develop their play and learning. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Steps have been taken to ensure that the physical environment is safe. Security of the building is good and there are clearly defined procedures in place for emergency evacuation in the event of a fire. Staff implement good hygiene practice in order to prevent the spread of infection. They encourage the children to learn about personal hygiene through daily routines. Snacks comply with dietary and religious requirements however fresh drinking water is not available at all times.

Staff plan a range of activities that promote all areas of a child's development. Children are able to make choices in their play which allows them to build on their natural curiosity as learners, use their imagination and develop social skills. They play happily together and have time to participate in energetic play and quiet activities. Staff promote the welfare and development of children with special needs well. Relationships within the group are good, staff build warm and trusting relationships with the children, recognising them as individuals and meeting their differing needs well. They implement effective behaviour strategies which encourages positive behaviour. As a result childrens' behaviour is good.

Staff develop positive relationships with the parents. They receive useful information about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parental views are respected and the individual needs of the children are met. Parents report positively about the setting.

What has improved since the last inspection?

At the last inspection the staff and management agreed to complete several actions. Staff have developed most records, policies and procedure to support the safety, care and well being of the children. However the complaints procedures does not include the address of the regulator, an accurate record of visitors is not always maintained and staff do not always record accidents. Staff have conducted a risk assessment of the premises. This helps to ensure that a safe environment is maintained and that potential risks are minimised.

What is being done well?

- Good use is made of the space, equipment and resources to enable children to develop their play and learning.
- Staff build positive relationships with the children supporting their individual needs. They give reassurance, encouragement and appropriate praise. This has a positive effect on children's confidence and self esteem. Staff encourage the children to try activities in a safe and supportive environment.
- Children with special needs have access along side their peers to the facility, activities and play opportunities in order to promote their welfare and development. Staff work in partnership with parents and other agencies to meet the children's individual needs.
- Staff implement effective behaviour management strategies. They help the children to work cooperatively together, learn right from wrong, to share and take turns.

What needs to be improved?

- documentation, by ensuring that a record of all visitors is maintained and that all accidents are recorded
- the availability of fresh drinking water

- procedures, to ensure that the complaints procedure includes the address of the regulator.

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	Ensure that a record of all accidents is maintained.
8	Ensure that fresh drinking water is available to children at all times.
12	Ensure that the complaints procedure includes the address of the regulator.

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

How effective is the nursery education?

Great Bowden Pre School provides generally good nursery education with children showing enthusiasm for learning through play.

The quality of teaching is generally good. The staff are developing their knowledge of the Foundation Stage providing a suitable range of activities to cover the six areas of learning. Planning is continuing to be developed, however they do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Observations and assessments are used by staff to build up their knowledge of how individual children learn and make progress towards the next stage of their learning. Staff are friendly and caring and have very good relationships with the children. They give reassurance, encouragement and appropriate praise. This develops children's confidence and self esteem. Staff support the children's learning and question the children to extend their understanding and to encourage them to think for themselves. They reinforce clear boundaries and help the children understand what is expected of them in terms of acceptable behaviour. Staff have the knowledge to support children with special needs and children who speak English as a second language. Effective use is made of the accommodation to support children's learning.

Leadership and management is generally good. There are clear and appropriate aims for children's care and education. Staff are clear of their roles and responsibilities, they work well together as a team. Systems to evaluate the setting are continuing to be developed and staff have continued to implement improvements following previous inspections.

The partnership with parents is generally good. Parents receive information about the curriculum and are able to read the policies and procedures. Parents have opportunities to share their observations of their children and records of their progress are regularly exchanged.

What is being done well?

- Staff have very good relationships with the children. They treat the children with respect and their individual needs and decisions are valued. Staff give reassurance, encouragement and praise, developing children's confidence and self esteem. They intervene sensitively in the children's play offering ideas and making good use of questions to encourage the children to think.
- Children communicate with growing confidence. They initiate conversations, listen to others, share their news and explain their ideas during imaginary play as they travel on the train, prepare for a picnic and make spiders out of the dough.
- Children engage in a range of activities which develop their hand to eye

coordination. They are developing their skills in the use of mark making, they handle construction materials and small world resources. Children enjoy exploring malleable materials as they work with the dough and manipulate to achieve a planned effect.

What needs to be improved?

- opportunities for children to use calculation across the range of activities and in daily routines
- opportunities for children to question why things happen and how things work
- opportunities for children to respond to sound with body music
- the planning, to ensure that there is sufficient detail to enable staff to make the best use of the activities to promote the learning of all children.

What has improved since the last inspection?

Some progress has been made in implementing the action plan drawn up to address the key issue raised at the last inspection. Children are beginning to develop their understanding of problem solving through a range of planned activities however their understanding of calculation is less secure and is insufficiently reinforced by the staff through either planned or spontaneous activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children take part in activities with interest developing a positive view of themselves as successful learners. They work effectively in a group and individually establishing positive relationships with their peers and staff. Older children concentrate and persevere at activities for a sustained length of time. Behaviour is generally good, children are learning to share and take turns. They are developing their self care skills and show an interest in their community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They use language successfully to initiate a conversation and share their news. Children explain their ideas when participating in imaginary play as they travel on the train and prepare for a picnic. They are beginning to link letters to sounds with older children distinguishing one sound from another. Children listen to stories and sing songs. They are developing their early writing skills experimenting with writing during their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting. They count accurately to 10 and beyond developing their skills as they play games, counting the correct number of shells into the buckets. Children recognise numbers as they match items to the written numeral. However their understanding of calculation is less secure and is insufficiently reinforced through either planned or spontaneous activities. They use mathematical language to describe and compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Topics are used to help children develop their understanding of the world around them. They note changes in the environment, learn about life cycles and plant bulbs and cress seeds to observe growth. Children go on a bear hunt using maps to look for treasure. However they have limited opportunities to question why things happen and how things work. Children make models using recycled materials and construction resources. They are developing an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move with increasing control and coordination participating in a range of activities to develop skills such as running, throwing, climbing and balancing. They have a growing awareness of the space around them as they move around the room avoiding objects and each other. Children are developing an awareness of the importance of staying healthy and their own personal needs. Children confidently handle tools, construction resources and malleable materials.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to explore different media and materials. They differentiate colours as they paint and draw, feel the rough and smooth fabrics and mix flour and water together. Children sing a repertoire of songs with enjoyment but have limited opportunities to respond to sound with body movement. They enjoy imaginative play as they travel on the train and prepare for a picnic. Children's senses are stimulated by a variety of tasting, smelling and tactile activities.	

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

- continue to develop the plans to ensure that there is sufficient detail to enable staff to make the best use of the activities to promote the learning of all children
- ensure that children have opportunities to develop their mathematical understanding of calculation in practical activities and every day 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.