



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127012

DfES Number: 514736

INSPECTION DETAILS

Inspection Date	20/06/2003
Inspector Name	Malini Parmar

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Belmont Pre-School
Setting Address	Scout Hut Belmont Close Maidstone Kent ME16 9DY

REGISTERED PROVIDER DETAILS

Name	Mrs Patricia Ann Burrill
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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

Belmont Pre-School operates from the scout hut in the village of Barming near to Maidstone.

They have been registered since 1977. The Pre- School have access to the main hall, small additional room, storage room, kitchen and toilets. The group use the car park for outside play.

The Pre-School is open term time only, Monday to Friday 09:00 - 12:00 daily and 13:00 - 15:00 on Tuesdays, Wednesdays and Thursdays only.

The pre-school is registered to provide care for 32 children from two years to five years. It offers places to children from the local community.

The group offers places to funded three and four years olds and at present 49 such places are offered. There are currently two children with special educational needs attending and no children with English as an additional language.

There are 11 staff employed to work with the children, one of which works solely in the kitchen. The majority hold a relevant early years qualifications and two are currently training towards obtaining relevant qualifications.

The Pre-School have support from Early Years Advisory teachers and are working towards the Kent kite mark for quality.

How good is the Day Care?

Belmont Pre-School provides satisfactory care for children.

Staff demonstrate a commitment to their work with the children and are always directly involved in the children's play and support children's needs well. Children are settled, happy and comfortable. Regular staff meetings are held to plan a effective programme of activities. Children have access to a substantial range of toys and resources and use them well.

Staff are diligent about the children's safety both indoors and outdoors and the layout of the group supports this. There are effective systems in place to promote safety and the leader conducts a daily risk assessment.

There are consistent routines in place to promote hygiene and children understand when and why they need to wash their hands. Staff respond to children's needs in a sensitive way and in the main; manage their behaviour effectively.

The group works in effective partnership with parents and they are provided with good information about the nursery and are regularly informed about their child's progress. At consultations, via newsletters and notice boards.

The majority of the necessary paperwork is in place and the group have agreed to include procedures to be followed if allegations are made against staff and are working towards the necessary detail.

What has improved since the last inspection?

At the last inspection the group agreed to develop and implement procedures to ensure children's safety on outings and ensure the complaints procedure contains details of how to contact Ofsted. The group now have a outings policy to detail children's safety on outings and the complaints procedure includes details of how to contact Ofsted.

What is being done well?

- Snack time fosters independence and respects the needs of individual children enabling them to eat and drink according to their own needs. Children select from a variety of interesting foods and drinks and are conducive to a social meal time.
- There is a good variety of activities, accessible toys and equipment to enable progression in all areas of learning. Staff provide appropriate levels of support and guidance and interact positively with the children.
- Staff make the children feel welcome and children happily enter the premises. Children move from area to area with ease and confidence and utilise the space effectively.

What needs to be improved?

- the organisation of the routine; to illuminate large group work and ensure that children are always provided with clear guidance;
- instructions and support during change over times;
- the documentation; to include procedures to follow if allegations are made against staff;
- permissions to seek emergency medical advice;

- written procedures; to follow if children are lost or uncollected;
- the preserving of confidentiality in the accident and incident recording books;
- the use of communal washing up bowls for children to clean their hands.

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 must take the following actions by the date shown

Std	Action	Date
2	ensure a procedure for children whom are lost or uncollected is in place	30/10/2003
7	request written permission from parents for seeking emergency medical advice or treatment	30/10/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	ensure the needs of all the children are met during whole group activities
3	ensure children are always provided with clear guidance and instructions throughout the organisation of the daily routine
7	consult Environmental Health regarding the use of the communal washing up bowls used by children to clean their hands
13	ensure a procedure is in place in the event of allegations made against staff
14	ensure confidentiality is maintained in the accident and incident recording books

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

How effective is the nursery education?

Belmont PreSchool offers generally good quality nursery education; where children are likely to achieve the Early Learning Goals. Careful planning helps children to make generally good progress in all areas.

Responsibility for planning is shared equally amongst the team. All staff have a sound awareness of the Early Learning Goals, which enables them to plan and implement a balanced and effective programme, based on children's individual need. Staff encourage and extend children's thinking through spontaneous informal discussion and by providing good levels of support and guidance. However the organisation of large group times occasionally hinders children's progress.

Children are confident at expressing their thoughts, ideas and feelings verbally. There is a variety of appropriate activities available to support children's development. However opportunities for children to freely explore and investigate a range of natural and living things and the organisation of some toys and resources occasionally hinders the children's progress. There are few opportunities for children to record number operations and write for a real purpose.

Partnership with parents is fostered appropriately. Parents are provided with good information about the nursery upon entry, there is an informal parents rota and children's records are sent home every half term. Staff are available at the beginning and end of every session to exchange pertinent information and the notice boards display relevant information about the foundation stage.

The group are managed well, staff have regular opportunities to update their knowledge and training opportunities are available throughout the year. Many of the responsibilities such as for behaviour management and Senco training have been successfully delegated to the staff and the leader is available for support and guidance and takes overall responsibility for the group. The team spend time assessing the effectiveness

What is being done well?

- Staff work well as a team, working in partnership with one another to create a balanced and harmonious environment for the children. Children are supported appropriately and given the opportunity to work at their own pace and level of interest.
- Staff have successfully taken on delegated responsibilities and have adopted systems to guide one another.
- Children are confident and secure learners, they express their thoughts, feelings and ideas well verbally and through their play. Children are happy, secure and having fun.

What needs to be improved?

- opportunities for children to select their own resources;
- opportunities for children to freely explore and investigate natural and living things;
- opportunities for children to read and write for a real purpose and to record number operations;
- opportunities for children to experience more meaningful role play.

What has improved since the last inspection?

The nursery are developing the formal planning to link with children's assessment to a greater extent. Children aged three and four now experience some time in focused activities with staff whom support the use of formal words for communication and ensure the programme avoids unnecessary repetition so that progress is not slow.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They show good levels of concentration and are able to work well independently and in groups. Children demonstrate a good understanding of agreed codes of behaviour and generally behave well. Occasionally they exhaust all the resources available to them and there are no opportunities for them to select further resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication language and literacy. Children are fluent speakers they successfully engage in conversation and negotiate with one another and adults. They demonstrate clear levels of understanding the patterns of speaking and have the ability to listen. Some children are able to write their names. There are few opportunities for children to write or read for a real purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Many children can count beyond ten and recognise shapes in their environment and those that they are creating. Most children have a good sense of size and are able to compare quantities bigger and smaller. There are few opportunities for children to record number operations through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children frequently talk about past and present events in their own lives and learn about the lives of others. They do not have the opportunity to freely explore and investigate a range of natural and living things.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. Children have regular opportunities to be active both indoors and outdoors. They demonstrate dexterity and agility when using small and large equipment. Children have an awareness of hygiene and know when and why they need to wash their hands.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. They express their ideas freely through a good range of activities such as, painting, collage and movement. They have regular opportunities to involve themselves in role play however occasionally their needs are not supported.	

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

- provide opportunities for children to select their own resources;
- provide opportunities for children to freely explore and investigate natural and living things;
- provide opportunities for children to read and write for a real purpose and to record number operations.

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.