



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY268136

DfES Number:

INSPECTION DETAILS

Inspection Date	21/04/2004
Inspector Name	Jacqueline Allen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chedzoy Pre-School
Setting Address	Morganians R.F.C Chedzoy Lane Bridgwater Somerset TA7 8QW

REGISTERED PROVIDER DETAILS

Name	The Committee of Chedzoy Pre-School
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ORGANISATION DETAILS

Name	Chedzoy Pre-School
Address	Manor Road Chedzoy Bridgwater Somerset TA7 8QZ

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

Chedzoy Pre-School opened in September 1973. It operates from the Morganians Rugby Club on the outskirts of Chedzoy, Somerset. The group have use of a large hall, kitchen (for staff use only), toilet facilities, store room and outside play area. The pre-school is committee run and serves the immediate area and nearby town of Bridgwater.

There are currently 31 children from two to four years on roll. This includes 12 funded three-year-olds and 11 funded four-year-olds. There are currently no children attending with special needs or English as an additional language. The pre-school opens five days per week, term time only 09:00 to 11:45 with the option to stay for lunch until 13:30. They intend to run an afternoon session on a Wednesday for the summer term which will finish at 15:00. Children attend for a variety of sessions. Mothers and toddlers are welcomed into the group on Monday and Friday between the hours of 10:00 and 11:30 which helps children to settle into the pre-school when they attend on their own.

There are five members of staff. The supervisor and deputy both have early years qualifications to NVQ level 3 with two other members of staff holding level 1 and level 2 qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Chedzoy Pre-School provides satisfactory care for children.

Over half the staff hold early years qualifications to level two or above, but the setting do not have an induction programme. Good adult to child ratios maintained. The current premises allows children plenty of play space in well defined areas. Resources are stimulating and freely accessible to children. However, some information is missing from policies and procedures.

Risk assessments are being done but are not effective at identifying potential

hazards. Records of fire safety information need to be kept. Routines have been well established to encourage children to wash their hands before eating and after using the toilet, but handwashing procedures need improvement. Healthy eating is actively encouraged and children's individual needs well met. Staff have a sound knowledge of the special needs Code of Practice and child protection issues.

Children have access to a broad range of good quality activities which are fully supported by staff's interaction and good questioning skills. Children relate well to adults and other children, and they enjoy making decisions in their play. Staff are good role models who value all children and are keen to praise and encourage children's efforts.

Parents are happy with the provision and find the staff friendly and approachable. They are given good information about the pre-school and are regularly updated both verbally and via newsletters.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are forming good relationships with staff and their peers. Staff are keen to interact and question children to increase their learning. They are responsive to children's needs and provide a broad range of interesting activities to ensure children can make choices in their play.
- All children are valued and treated with respect. Staff listen to children and give them time to speak. Good background knowledge is available on each child to ensure that their individual needs are met. Staff are patient with children who require more one to one support and encouraging to those more confident to become more independent.

What needs to be improved?

- the induction procedures
- maintaining of a fire log book
- risk assessments
- procedures for handwashing
- updating of policies

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
14	update policies and procedures in line with the National Standards.
6	meet any recommendations made by the Fire Safety Officer (in this case a Fire Log Book)
6	ensure that risk assessments are ongoing, personal to the setting and identify actions to be taken to minimise identified risks
7	ensure effective hygiene practices are in place regarding hand washing

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

How effective is the nursery education?

Chedzoy Pre-School offers acceptable provision and is of good quality overall. Children are making generally good progress towards the early learning goals (elgs) and very good progress in personal, social and emotional, physical and creative development.

Teaching is generally good. Staff have a good knowledge of the elgs and planning covers all six areas of learning. However, children's assessments do not clearly show children's progress nor are these used to effectively inform planning or challenge children. Staff mainly deploy themselves well and are keen to interact with children. They are good role models and use consistent strategies to manage children's behaviour. There are effective systems for identifying and supporting children with special needs.

Leadership and management is generally good. Staff are well supported by their committee and appraisals are used to improve practice. The staff work well as a team and are encouraged to train and attend one-day courses. Children's progress through the stepping stones is not being shared with all staff, but the group have identified this as an area to improve.

The partnership with parents is generally good. Parents are given good quality information about the setting initially and this is regularly updated with newsletters and verbal communication. Parents are encouraged to help on a rota system and discuss their child's progress with their keyworker. Parents have the opportunity to see their child's records at any time but not many are aware how they are progressing along the stepping stones.

What is being done well?

- Children's personal, social and emotional development is excellent. They are keen to learn, are forming good relationships with each other and with staff and behave well.
- Children's physical development is very good. Children are given daily opportunities to practise their skills and are very confident at using both large and small equipment. They show good awareness of others when playing in close proximity.
- Children's creative development is very good. Children are responsive to new experiences and are keen to explore using a wide variety of media and materials. They initiate involved imaginary scenarios and are keen to express themselves through music, art and stories.

What needs to be improved?

- opportunities to recognise numbers and to practise their writing skills as part of their play
- planning to show how children will be challenged or supported
- children's assessments to clearly show their progress through the stepping stones and links to planning
- sharing of children's progress with parents to ensure they are involved and fully informed

What has improved since the last inspection?

Chedzoy Pre-School has made very good progress since the last inspection.

Plans have been developed to ensure children have access to a greater variety of larger resources through structured as well as free activities. A good range of exciting resources have been purchased to encourage children's gross motor skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen, excited and motivated to learn. They concentrate and persevere at chosen activities until completed. They are confident to make choices in their play and practise their personal independence through routine activities. Good relationships are forming with their peers and staff. Children's behaviour is good and they are learning to treat others with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond appropriately to simple instructions. Songs and rhymes are enjoyed and children can link sounds to letters when recognising their names. Mark making resources are available during the sessions but not always used by the children to develop their writing in play situations. Children are keen to access books independently and show good hand eye co-ordination in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use counting and calculating as part of their play and use language to show their understanding of shape, space, size and measure. However, more opportunities are needed to reinforce the recognition of numbers on a daily basis. Children use positional language and have a good grasp of recognising and recreating simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are actively encouraged to ask questions about why things happen and how things work. They are keen to explore, investigate and construct but resources for information technology are limited. Children notice changes in the environment according to the seasons and are learning about their own and other cultures through a variety of themes and festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily opportunities to participate in physical activity. They show good awareness of space, of themselves and others. They move confidently and with imagination on their own and whilst using a variety of large and small equipment. Effective routines and activities ensure children are learning the importance of keeping healthy. Children are very competent at using a range of tools, objects and malleable materials safely, showing good hand eye co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are keen and have daily opportunities to explore media and materials. They express themselves freely in art and design and initiate role-play scenarios. Children join in enthusiastically when singing songs from memory and enjoy clapping rhythms in time to songs. Children are responsive to new experiences and keen to express themselves.	

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 more opportunities for children to recognise numbers and to practise their writing skills in practical situations
- develop systems to link planning and assessments showing how the needs of all children are met including more able children and use these to inform parents of their child's progress towards the early learning goals

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.