



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511772

DfES Number: 518492

INSPECTION DETAILS

Inspection Date	30/09/2003
Inspector Name	Carole Elizabeth Price

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Glenfall Pre-School
Setting Address	Glenfall Way Charlton Kings Cheltenham Gloucestershire GL52 6XZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Glenfall Pre-School Group 1054230
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ORGANISATION DETAILS

Name	Glenfall Pre-School Group
Address	Glenfall Way Charlton Kings Cheltenham Gloucestershire GL52 6XZ

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

Glenfall Pre-school is situated in a room within Glenfall Primary School in Charlton Kings on the east side of Cheltenham. They are registered for 18 children and accept children from two-years-nine months to under five years. The pre-school is open from 09.00 to 12.30 Monday to Friday during school terms.

There are 4 staff members all of whom have attended relevant first aid and child protection training. The play leader and deputy are both currently working to up date their childcare qualification.

The playroom is divided by use of the furniture to provide different areas for different activities. There is also a smaller room sectioned off which provides a role-play and information-and-communication technology area. The pre-school has an enclosed outdoor play area and has use of the school playground. Glenfall pre-school receives nursery education funding for 17, three year olds and 1, four year old. They currently have 2 children with special needs and no children with English as an additional language. The pre-school are members of the Gloucestershire Parent And Toddler Association (PATA) and benefit from their help and support.

How good is the Day Care?

Glenfall Pre-school provides good quality care for children. Staff work very well as a team, they are aware of their responsibilities to the team and as an individual. They have all attended relevant child protection and first aid courses and have implemented the detailed action plan relating to the updating of the play leaders qualifications. Good use is made of the limited space available, to provide different areas for different activities. A warm and welcoming environment is provided by the friendly greeting from staff, displays of children's art work and the organisation of resources in low-level units to allow the children access for themselves. All records and documents are clear, up to date and stored appropriately.

The staff are very aware of any hazards within the premises and have taken appropriate steps to minimise risks. They are all aware of the procedures for

ensuring children are safe at all times including when outdoors. There are good hygiene routines and procedures in place. These are occasionally not implemented. Children are treated with equal concern and respect, their differences are acknowledged and valued and all children are included within the daily routines and activities.

A wide range of interesting and stimulating activities are organised for the children, with resources easily accessible to enable children to choose and select for themselves. Staff show great interest in what the children say and do, they listen and talk with the children appropriately. Behaviour management strategies are appropriate to the level of maturity and understanding of the children, and consistently applied by all staff. The child protection policy in place, if an allegation is made against a member of staff is vague.

Very good procedures are in place for information sharing with parents. They are encouraged through a variety of ways, to take part in their child's development and be part of the group.

What has improved since the last inspection?

From the last inspection there were several actions relating to improving policies and record keeping one of which was to include in the child protection procedures the action to be taken if an allegation was made against a member of staff. This has been improved but is still not very clear regarding the steps the group would take. The other actions related to the following: safety when on outings; administration of medication; behaviour management; making parents aware of how to raise a complaint and times of children's and staff attendance. All of these have been addressed effectively and ensure that the staff and committee are all working to the same procedures to provide consistent care for children.

What is being done well?

- Children have plenty of opportunity to take part in a wide range of interesting and stimulating activities which help in their all round development.
- A warm and welcoming environment is provided by the friendly greeting from staff, displays of children's art work and the organisation of resources in low-level units to allow the children access for themselves.
- The staff are very aware of any hazards within the premises and have taken appropriate steps to minimise risks. They are all aware of the procedures for ensuring children are safe at all times including when outdoors.
- Children are treated with equal concern and respect, their differences are acknowledged and valued and all children are included within the daily routines and activities.
- Behaviour management strategies are positive, appropriate to the level of maturity and understanding of the children, and consistently applied by all staff.

- There are very good systems for information sharing with parents who are encouraged to take part in their child's development and be part of the group.

What needs to be improved?

- review of hygiene routines undertaken before children have snacks;
- clarification of the policy regarding what action will be taken in the event of an allegation being made against a member of staff.

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	review hygiene routines, particularly before snack, to help prevent the spread of infection.
13	expand the child protection procedures to include the action to be taken in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

Glenfall Pre-school provides very good care. The provision is of high quality and the children are making very good progress towards the early learning goals. Children have very good opportunities for developing personal independence. Creative development is well supported by staff, children are able to select resources and activities freely for themselves from a wide range which is easily accessible to them. Children benefit from a rich environment provided by the good organisation of resources and displays. Children enjoy a wide range of activities which are meaningful and relevant to them. The children have good access to outdoor play in an enclosed courtyard and in the large school playground for large physical activities.

Teaching is very good overall. Staff have a very good knowledge and understanding of the Foundation Stage. They are very aware of how the stepping stones work towards the early learning goals and have realistic expectations of the children. Staff plan an interesting and stimulating curriculum, which is meaningful to the children and works in partnership with the children's families. The assessment and recording procedure is used well to inform and develop future planning. Staff are consistent and effective in managing the children's behaviour and teaching the children to respect others and their surroundings.

Leadership and management is very good. The group benefit from a good strong committee who have formed effective communication and working relationships with staff. Both the staff and committee are very forward thinking and committed to improvement. They have developed ways of monitoring how effective the nursery education provision is, but there are no links with other local groups.

Partnership with parents is very good. They are given good information about the provision, the topics organised and the activities provided. Information sharing is recognised as important and the two way communication is good.

What is being done well?

- Children have good opportunities for developing personal independence, such as washing their hands, putting on aprons and coats, putting on dressing-up clothes and taking part in preparing snacks.
- Staff talk and communicate appropriately with the children, adapting their level of interaction to suit each child's level of maturity and understanding. They ask good open questions of the children to encourage them to think and respond for themselves.
- Staff support the children well to learn about numbers and counting. They encourage the children to talk about size, shape, positions and other mathematical concepts, and provide good activities that enable children to

consolidate their learning and build on their knowledge.

- Children are encouraged to explore and use different materials and techniques. They have easy access to a range of good resources to use freely as they choose.
- Staff have a very good knowledge and understanding of the Foundation Stage of learning. They are very aware of how the stepping stones work towards the early learning goals and have realistic expectations of the children.

What needs to be improved?

- access to the computers during the sessions to allow the children to explore programmes for themselves.
- links with local groups to help to monitor the effectiveness of the nursery education provision.

What has improved since the last inspection?

The group have made very good progress on the point for consideration from the last inspection. The point raised was to continue to develop the partnership with parents and carers by sharing written records of children's attainment and progress in the six areas of learning during their time at pre-school.

Partnership with parents is very good. There are several opportunities for sharing information with parents. Parents are now given good information about the provision, the topics organised and the activities provided. The group explain to parents how the activities provide learning opportunities which relate to the six areas of learning. Information sharing is recognised as important and the two way communication is good. Termly parents meetings are held and reports are produced. Staff talk daily with parents and make themselves available for more in depth meetings with parents as required.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to come into pre-school, they leave their parents with ease and rush in to see their friends and staff members. Children have good opportunities for developing personal independence, such as washing hands, putting on aprons and coats, putting on dressing-up clothes and taking part in preparing snack. Children are able to select resources and activities freely for themselves and do so with confidence. They are excited, motivated and show great interest in what is around them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff talk and communicate appropriately with the children, adapting their level of interaction to suit each child's maturity and understanding. They ask good open questions of the children to encourage them to think and respond for themselves. Children are encouraged to listen and participate appropriately at group time. They join in enthusiastically and with enjoyment at song time. Children use the good selection of mark-making equipment well as they play and for their own purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are well supported by staff to learn about numbers and counting. Staff take every opportunity within the daily routine to count and introduce numbers such as at circle time, snack time and outdoor play as well as during activity times and when playing games. Through a good range of activities and free play opportunities, staff encourage the children to talk about size, shape, patterns, positions and other mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate for themselves and are encouraged to look at change through different activities such as cooking or playing with ice. Children have a developing awareness of time and can easily explain what happens next within the daily routine. They recall past events and activities with ease and pleasure. Information and communication technology is well supported by staff and available for most children to choose as they wish.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with ease and confidence. They are able to find a space for themselves at circle time and can negotiate obstacles both indoors and outdoors with skill. Staff support and encourage balancing, climbing, running and navigational skills through music-and-movement and outdoor play with hoops, bean bags, tricycles, scooters, cars and climbing apparatus. Use of tools and small equipment is encouraged and well supported by staff who regularly provide good opportunities within activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to explore for themselves and use a variety of different materials and techniques. They have open access to an area which is well stocked with a variety of good resources for children to use freely for their own purpose. This area is well used by the children throughout the session, and adults are available to offer appropriate support. Children's imagination is encouraged through good organisation of resources and appropriate adult interaction in their play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration.
- consider ways of making information and communication technology more readily available for all children to choose freely for themselves.
- further develop local links to help monitor the effectiveness of the nursery education provision.

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.