



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109386

DfES Number: 515517

INSPECTION DETAILS

Inspection Date	26/04/2004
Inspector Name	Chris Mackinnon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Battle Pre-School Playgroup
Setting Address	Asten Fields Battle East Sussex TN33 0HP

REGISTERED PROVIDER DETAILS

Name	The Committee of Battle Pre-School Playgroup
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ORGANISATION DETAILS

Name	Battle Pre-School Playgroup
Address	Asten Fields Battle East Sussex TN33 0HP

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

Battle Pre-School Playgroup opened in 1976. It operates from two rooms in purpose-built accommodation in a residential area in the village of Battle, East Sussex. The pre-school serves the local area.

There are currently 42 children from 2 to 5 years on roll. This includes 20 funded three-year-olds and 8 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none currently who speak English as an additional language.

The group opens five days per week during school term times. Sessions are from 9:15 to 12:15

There are 7 part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the East Sussex Early Years Development and Childcare Partnership and is a member of the Battle Under Fives Association.

How good is the Day Care?

The standard of care provided for the children is good. The staff team are well qualified and demonstrate a good knowledge of children's development, but there is a need to revise the written policy documents for the setting. The pre-school is welcoming for children, providing a bright and stimulating environment, with a good range of play resources and learning materials. The record keeping is clear and up-to-date

Staff have a satisfactory safety awareness, but there is a need to improve some aspects of safety in the outdoor area. Staff maintain sound health and hygiene practice. Staff provide regular snacks for children and are experienced with special diets. The staff are experienced and work well with special needs children. Staff have a good awareness of equal opportunities practice.

The quality of the care and learning is good, with a well organised key-worker system in place. Staff have a good knowledge of individual children and a good understanding of the early learning goals. Staff organise a good play and learning programme that encourages development in language, mathematical thinking and creativity. The children are involved with a good range of activities and relate well to others.

The pre-school has a satisfactory relationship with parents, providing information on individual children's progress and development, but there is a need to provide more information on the early learning programme. Staff support parents in meeting individual children's needs.

What has improved since the last inspection?

Since the last inspection, new risk assessment procedures have been introduced. New play and learning resources have also been obtained including books and role-play equipment.

What is being done well?

- Staff provide a good range of well planned activities to encourage learning and development
- The premises are welcoming for children, with well organised play areas and stimulating visual displays
- The pre-school has good resources, providing a wide range of play and learning materials, that stimulate and challenge children
- Staff work well with special needs children, supporting parents and linking well with outside agencies
- Staff are confident with behaviour management and work well to support parents and encourage children's social development

What needs to be improved?

- the written policy and guidance documents;
- risk assessments
- safety of fences in outdoor area;
- information to parents on the early learning goals and play and learning themes

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
2	improve the written policy and guidance documents
6	Regularly review risk assessments to increase to include outdoor areas
6	Replace broken fencing in two areas
12	increase information to parents on the early learning goals and current play and learning themes

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 Battle Pre-School is acceptable and of good quality. It enables children to make very good progress in personal and social development, communication language and literacy and mathematical development and generally good progress in knowledge of the world and physical development.

The overall quality of the teaching is very good. Staff work closely with children and have a good awareness of their learning needs. Staff are experienced and trained and have a good knowledge and understanding of the foundation stage. Children receive a well prepared and stimulating range of practical activities, to promote learning and development. However, there is a need to introduce more physical challenges for older children. Staff are able to extend children's learning across all the learning goals and make good use of regular and continuous assessment.

The quality of the setting's leadership and management is generally good. The learning curriculum and staff deployment provide children with good support to make progress, but there is a need to formalise and extend the assessment of younger children and develop individual children's profiles at age three. The staff prepare the older children well for school attendance, with rising fives groups and school visits. A clear planning and assessment system is in place and staff are experienced in evaluating the overall effectiveness of the setting's nursery education.

The partnership with parents is generally good. Parents are provided with details on the early learning goals, but this needs to be more clear and accessible. Parents have access to children's key workers and receive information on their child's progress but there is a need to provide more information on the weekly topics and learning themes. Parents also need to be more involved with younger children's individual development profiles.

What is being done well?

- children are well behaved, co-operate well and are motivated to learn
- children use language well, learn new words and develop good writing skills
- children are developing confidence with calculating and using mathematical ideas
- children are encouraged to be creative and imaginative during activities
- staff extend learning well across all six areas of learning

What needs to be improved?

- the opportunities to explore a sense of time

- the physical challenges for older children
- the written information for parents
- the assessment of younger children.

What has improved since the last inspection?

Since the last inspection the setting has developed the use of named work drawers for individual children, introduced more creative resources and increased the range of multi-cultural materials

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, are confident with new activities and speak well in a group. Children are building good relationships which are well supported by staff. Children's behaviour is very good with staff providing well managed activities that encourage sharing. Many good role-play opportunities are provided for children to develop self confidence and explore feelings. Children are able to concentrate well and work independently

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and staff provide many good opportunities to extend language skills during a range of activities. Children attempt writing during role-play and in planned activities, with children writing their names and learning to form letters very well. Children use language creatively and are able to express their ideas well. Children enjoy stories and are well supported with their reading, with staff providing a very good range books and written texts

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide good activities to encourage counting and recognition of numbers. Staff also explore shapes and sizes with the children, with opportunities provided for children to explore addition and subtraction. Children explore counting and numbers in everyday activities and a good range of planned activities and stimulating resources provide mathematical challenges for older children with measuring and problem solving

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff encourage children to explore and identify features of the local and wider world. Children investigate a variety of materials and have access to living things. Staff encourage the investigation of similarities and differences but more opportunities need to be provided for children to explore a sense of time. Children have access to communication technology and good opportunities are provided for children to explore a sense of place

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and with a growing awareness of each other. Children are encouraged to have an awareness of their health and enjoy being active and expressive physically. Children can climb and balance well and use small and large equipment. Children use a good range of tools and materials easily. Staff provide a range of outdoor games and activities, but there is a need to provide more physical challenges for older children, particularly with outdoor activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a very good range of media and materials, experiencing colour, shape and texture. Children express and communicate their ideas well, through role-play and imaginative play-themes, which include art and design, assembly work, singing and music. Staff encourage the children well to respond to what they see and hear, exploring sound and textures. Children use their imagination well during their play and learning and are able to influence the development of 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

- provide more opportunities for children to explore a sense of time
- provide more physical challenges for older children
- provide parents with more written information on the early learning goals and play themes
- involve parents more in children's development profiles
- develop the individual assessment of younger children.

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.