



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103784

DfES Number: 521189

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Linda Margaret Nicholls

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Beresford Pre-School
Setting Address The Scout Hut, Beresford Avenue
Rochester
Kent
ME1 2QX

REGISTERED PROVIDER DETAILS

Name The Committee of Beresford Pre-school Committee

ORGANISATION DETAILS

Name Beresford Pre-school Committee
Address 316 Magpie Hall Road
Chatham
Kent
ME4 5XG

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

Beresford pre-school was registered in 1987. It is situated in a scout hut in Rochester. A maximum of 26 children may attend at any one time. The pre-school is open each weekday during term time from 09:00 to 11.30 daily and 12.30 to 15:00 Mondays and Wednesdays term time only. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged from 2 to under 5 years on roll. Of these 30 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special education needs, and also children who speak English as an additional language.

The nursery employs five staff. All staff hold appropriate early years qualifications and two staff are booked to attend Child Protection training in December 2004.

How good is the Day Care?

Beresford pre-school provides good care for children. The organisation of the nursery is good. Qualifications and paediatric first aid training are current. Required documents are dated and reviewed. There are effective procedures for appointing staff and training is planned. An induction process is in place for staff and students. Records of an induction process for volunteers is not maintained. Children are supported well. Space and resources are organised to meet children's needs. The premises are warm and welcoming, naturally light and adequately ventilated.

The safety and care of the children is well thought out. All staff have paediatric first aid training. Risk assessments are undertaken and a daily check is made of the premises before children arrive. Staff are aware of health and safety procedures. Social and personal health routines are reinforced. Health records are maintained and children's personal requirements are recorded and met. Nutritional advice is followed. Children confidentially choose snacks and drinks when they wish. Child protection procedures are understood.

The range and quality of activities of activities are stimulating and engaging. Their effect on children's well being, development and learning is positive. Children can access equipment directly and are encouraged to explore and develop their creative skills. Adults spend time talking to children to develop their language and imagination. Observations are made and next steps to learning are planned so that independent learning is achieved. There is a wide range of equipment giving positive images of cultural and physical diversity. Staff are consistent in their methods to obtain acceptable behaviour, they provide good role models. Children care for and respect each other.

The partnership with parents is good. Individual requirements and family information is sought. Information is shared.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff use positive and consistent strategies to manage children's behaviour. Children show they know the group rules and remind each other of them. Children feel secure and play within clear boundaries.
- The group plans stimulating whole group activities that use real items and activities to extend language. An activity involving the naming of winter clothing, a pretend washing machine and dressing an adult was later reflected at story time. Children name items such as a hat, and what the hat does, that is, keep the head warm. They learn from each other and are developing confidence.
- The staff work well together as a team. Activities are planned and staff know the routine structure of the session. They relate to the children in a caring, warm manner. Children contribute to tidying up time. Children are well behaved and happy in their play.

What needs to be improved?

- the dated and written record of induction procedures for volunteers.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004, Ofsted has not received any complaints about this provider.

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
13	Ensure a dated record of induction is maintained for volunteers.

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

How effective is the nursery education?

Beresford Pre-school is acceptable and of high quality. Children are making very good progress towards the Early Learning Goals.

Teaching is very good. Staff have a good knowledge of the ELGs. They use this and their knowledge of the children when planning activities to interest and stimulate the children's learning. Planning includes opportunities to extend the learning of the older and more capable children, it also identifies the individual needs of the children. The staff extend children's knowledge by encouraging new skills and building on existing knowledge. Good supporting photographic evidence is provided. Staff are good role models for the children and teach them by example. They encourage the children to move freely between activities and support them in the use of the available resources. The children are confident and well behaved.

Leadership and management is very good. The supervisor and staff know their roles within the pre-school and have good working relationships with each other. They work well as a team. They have excellent interaction with the children. The staff are committed to the care and development of the children. Staff undertake training whenever possible. The group evaluates the activities to ensure that the children are getting the best value from the planning. They assess their progress to maintain the high standards they have achieved for their children. The committee is very involved in the group and meets regularly to discuss the groups progress. They take an active part in the day to day running.

The partnership with parents is very good. Parents are given written information regarding the ELGs and the proposed activities their children will take part in. Weekly plans are displayed on the notice board. Parents are kept well informed of their child's progress. Children's records are always available for parents to share with their child's keyworker. Parents feel that staff are professional and approachable.

What is being done well?

- Staff reinforce children's learning by providing them with opportunities to learn new skills, have new experiences and to build on the knowledge they already have.
- The staff teach the children by example, they are good role models. Children know how to behave and understand what is acceptable and what is not.
- The children are developing an awareness and understanding of the needs of others. They show a caring attitude and a willingness to help.
- Leadership and management is good. Staff work well together and are committed to the learning and development of the children. Children receive good support.

- Staffs' understanding and use of the early learning goals, in planning, provides children with good opportunities to learn and develop.
- Partnership with parents is very good. Parents are encouraged to come into the group and take an active interest in their child's progress. Children receive continuity in all areas of their care and learning.

What needs to be improved?

- the attention to the noise levels which can sometimes be distracting for the children
- the opportunities to link sounds to letters.

What has improved since the last inspection?

The group was asked to look at the opportunities for children to improve pencil control, write their names and recognise familiar words. Staff provide them with many opportunities, provide suitable activities and encourage them at all times. Children are confident in their use of pens and pencils. All of them can recognise their names and many are confident at writing.

They were asked to provide the children with resources that encouraged their art and craft, giving them free choice of activities and design. The children have many opportunities to draw, paint, colour and design. They are confident and proud of their achievements.

The planning needed to differentiate between the younger and the older and more able children. Staff have used the Stepping Stones and Early Learning Goals in their planning and use differentiation effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide stimulating surroundings and children are motivated to learn. The children have good self esteem and confidence. They are able to form relationships, take turns and play together in groups. Children's behaviour is very good and they understand the difference between right and wrong. There are good relationships between peer groups and the staff and children. Children are independent, they have self care, can select toys and work independently. Sometimes noise levels are too high.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident in their use of language. Staff encourage them to extend their language with the introduction of new vocabulary. Children know how to use books and show an understanding of story telling. There are lots of opportunities for children to make marks and use pens and pencils. Staff ask children many open ended questions encouraging the children to think about different ideas and concepts. Staff sometimes miss opportunities to help children to link letters to sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count reliably up to ten, many beyond this. They recognise written numbers. Children are able to do simple addition and subtraction. Staff encourage children to use comparative language in practical situations. Number displays are at child height so they are able to touch and see the display clearly. Children have opportunities to describe shape, size and quantity. They can recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore, investigate and question. There are opportunities for children to learn about the natural world. Children have a strong sense of self, self worth and an understanding of the world around them. Activities are planned which give them opportunities to explore the world around them and to learn about how others live. Photographic evidence shows that children have looked at different festivals and celebrations.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident and move with control and co-ordination, they have a good sense of space. Children recognise changes in their bodies when active. They show ability and confidence in the use of both large and small equipment. Children are given opportunities for outdoor play.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore media and materials and show a great pride in their achievements. Children can make music and repeat patterns. They use their imagination well, especially four year olds in role play. Children are very good at expressing their responses to different situations. They respond to what they see, hear, touch and feel. Staff support children when they are not sure how to use equipment.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the provision of more opportunities to link sounds to letters.

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.