



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 159101

DfES Number: 515905

### INSPECTION DETAILS

Inspection Date	28/01/2004
Inspector Name	Sandra Annette Watkins

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Binfield Pre-School Group
Setting Address	The Memorial Hall Terrace Road South, Binfield BRACKNELL Berkshire RG42 4EW

### REGISTERED PROVIDER DETAILS

Name	The Committee of BINFIELD PRE-SCHOOL 1020270
------	--

### ORGANISATION DETAILS

Name	BINFIELD PRE-SCHOOL
Address	The Memorial Hall Terrace Road South Binfield Berkshire RG42 4EW

## 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

Binfield Pre-school opened in 1982. It provides sessional care for up to 26 children aged between two and a half and five years old. Additional sessions are accommodated in The Baxter room attached to the local church.

The pre-school is managed by an active committee of parents. It is situated in the centre of the village. It serves the same catchment area as the local primary school. The pre-school is open Monday, Tuesday, Thursday and Friday from 9.30 a.m. until 12 noon and Monday, Thursday and Friday from 12.30 until 15.00 term time only. Days vary according to the needs of the children attending. Accommodation is provided in a community building and has a large hall and smaller room available for children to use. All children have access to outdoor play.

A total of 46 children currently attend the nursery. There are 21 three-year-olds and 8 four-year-olds are in receipt of nursery education funding.

The nursery support children with English as a second language and children who have special educational needs.

A total of 10 staff work with the children, of whom 7 either hold or are working towards a relevant qualification in childcare. The setting receive support from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Binfield pre-school, Memorial Hall provides good quality childcare for children. Staff are qualified, suitably vetted and have appropriate experience to work with children. The operational plan is comprehensive and works in practice. There are clear procedures and policies available for staff and parents. The environment is spacious, warm and welcoming, children's work is valued, however there are limited boards available for display purposes. A wide selection of equipment, toys and activities are provided which keep children interested and well occupied.

Documentation is in place although one area needs to be addressed.

The safety of the nursery is good with risk assessments and additional steps taken to minimize any risk to children, fire safety checks and evacuation drills in place. Good clear policies are in place, with positive steps being taken to prevent the spread of infection and encourage good hygiene practice. Children are provided with regular drinks. Effective child protection policies and procedures are in place.

Children are given the opportunity to experience a wide range of interesting resources and activities, which promotes their learning and equal opportunities. Children's development would be further improved with more opportunities to develop their physical play. The group have regard for the Code of Practice and have a Special Educational Needs Co-ordinator to help to identify and provide a suitable environment for children who are identified as having a special need. Good strategies and clear and consistent boundaries are used to help manage children's behaviour through out the nursery.

Staff work well in partnership with parents to meet children's individual needs. Parents are offered a notice board, regular newsletters, bi-annual questionnaires, parent's evenings, initial and settling in visits, and feedback on their child's achievements.

#### **What has improved since the last inspection?**

Last inspection was transitional, no improvements were asked for.

#### **What is being done well?**

- Staff are qualified, suitably vetted and have appropriate experience to work with children.
- The operational plan is comprehensive and works in practice. There are clear procedures and policies available for staff and parents.
- A wide selection of interesting equipment, toys and activities are provided which keep children interested and well occupied.
- The safety of the nursery is good with risk assessments and additional steps taken to minimize any risk to children, fire safety checks and evacuation drills are in place.
- Good clear policies are in place, with positive steps being taken to prevent the spread of infection and encourage good hygiene practice.
- Staff work in partnership with parents to meet children's individual needs. Parents are offered a notice board, regular newsletters, bi-annual questionnaires, parents evenings, initial and settling in visits, and feedback on their child achievements.

#### **What needs to be improved?**

- Documentation, to include a policy or procedure in the event of an allegation made against a member of staff.
- Play, to ensure children's physical play is further developed.

### 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
3	Ensure children's physical play is further developed.
14	Include a policy or procedure in the event of an allegation made against a member of staff in documentation.

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

### How effective is the nursery education?

Binfield Pre-School provides good quality nursery education where children are making generally good progress towards the early learning goals. Personal, social and emotional development and partnership with parents are very good. All other areas of learning are generally good with some aspects for improvement.

Teaching is generally good. Staff have a secure knowledge of the stepping stones and implement these through planned activities. Planning covers all areas of learning but some activities are not evaluated or used to record children's progress. There is an effective system in place to provide support for children with special educational needs. Staff miss opportunities for children to develop further their large-scale movements and to predict and think for themselves. However, they do ask carefully framed questions when working alongside individual children. Staff plan challenging activities for older children that extend their knowledge. Staff's management of children's behaviour is excellent. The children behave well.

Leadership and management are generally good. The supervisor is supernumerary and the staff spend most of their time actively involved in children's play and learning. Staff are provided with opportunities to further their skills by attending training courses. The parent committee monitor the effectiveness of the education in two ways, by regular meetings with the supervisor and observing the delivery of the education programme as a parent helper. A biannual parent questionnaire forms part of the leadership and management's assessment of its own strengths and weaknesses.

Partnership with parents is very good. Parents receive good quality information about the setting's daily routines and curriculum. They are well informed about their child's achievements and progress. Parents are able to support the learning opportunities provided by the setting enabling continuity of education for the children.

### What is being done well?

- Staff management of children's behaviour is very good. They act as good role models to the children showing respect and understanding, offering praise and encouragement. The children are very well behaved.
- Staff use their initiative and ask carefully framed questions such as 'How can we?' and 'What other piece can we try?' in one to one situations working alongside individual children. This helps children to think things through for themselves.
- Partnership with parents is very good. Parents are well informed about their child's achievements and progress through good communication with the key

worker, helping on the parent rota, access to their child's progress records and annual parents evening. Parents are able to support the learning opportunities provided by the setting enabling continuity of education for the children.

- Good management of sessions enables staff to plan challenging activities for older children that extend their knowledge and develop their self-esteem and confidence in their ability to learn.

#### **What needs to be improved?**

- evaluation of activities, to record children's interests, achievements and possible difficulties so that the next steps in learning and teaching can be planned
- physical activities, to provide sufficient opportunities and challenge for children to develop further their large-scale movements
- open-ended questioning techniques, to allow children to think and predict for themselves in planned group activities.

#### **What has improved since the last inspection?**

The setting has made generally good progress since the last inspection.

The prospectus now includes information on the six areas of learning. Parents are well informed about the educational programme.

Weekly activities provide children with the opportunity to investigate and record their observations and results. Carefully framed open-ended questioning would enhance these learning experiences for children.

Children have access to a wide range of books that are in good condition to support and extend their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in their play and are eager to try new experiences. They relate confidently to each other and adults, readily approaching staff for help such as to do up aprons or coats. Children work independently and co-operate very well with each other. They share toys and resources and are polite and very well behaved. Children are beginning to gain an understanding that different people have different needs through for example activities on different festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond to stories enjoying visual props to aid their learning and retelling stories to others. Most children engage easily in conversation with each other and adults. Children are confident in recognising their name cards and are beginning to understand that print carries meaning. Some children are able to write their names and there are some opportunities to practise writing in everyday play situations such as making lists in the home corner activity at the Baxter Room.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children explore the use of number through everyday activities such as counting the number of children present and singing number rhymes. They can count reliably to 10 and beyond and recognise the numerals between 1 and 9. Children are developing an understanding of calculating through good one to one activities with staff. They use language such as 'more than' and 'less than'. Children use mathematical names to describe flat shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, observe and predict through a good range of activities based on first hand experiences. Activities are extended to challenge older children. Staff limit opportunities for children to think things through in group activities by using poorly framed questions and giving children the answers. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in handling tools, objects and construction resources to develop their manipulative skills. They demonstrate good coordination and spatial awareness through a variety of activities. Physical activities do not provide sufficient opportunities for children to develop further their large-scale movements, such as climbing and balancing. Children are developing a good awareness of basic hygiene and are secure in their independence skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are provided with opportunities to develop their own ideas through a range of activities involving a variety of media and materials. They express their ideas freely through for example music and movement, role-play, painting and small world play. Staff enable children to make decisions about their creations such as tearing materials rather than cutting them.	

**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**

- evaluate activities, to record children's interests, achievements and possible difficulties so that the next steps in learning and teaching can be planned
- provide sufficient opportunities and challenge for children to develop further their large-scale movements
- develop open-ended questioning techniques, to allow children to think and predict for themselves in planned group activities.

*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.*