



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110718

DfES Number: 517074

INSPECTION DETAILS

Inspection Date 20/01/2004
Inspector Name Sheena, Anne Bankier

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Crabtree Pre-School
Setting Address The New Community Centre
Faircross, Hermitage
Thatcham
Berkshire
RG18 9TL

REGISTERED PROVIDER DETAILS

Name Crabtree Pre-School 1011104

ORGANISATION DETAILS

Name Crabtree Pre-School
Address The New Community Centre, Faircross
Hermitage
Thatcham
Berkshire
RG18 9TL

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

The Crabtree Pre-School meets in the new Community Centre on the Faircross housing estate in Hermitage. Faircross is where Forces personnel and their families live, although the pre-school is open to all families. Children attend from a wide local area.

The group has 26 places for children aged two to five. The pre-school opens during term time only, between 9.15 am and 1.00 pm on Mondays and Fridays and 9.15 am and 3.00pm, Tuesday to Thursdays. Children attend for a variety of sessions.

Funded places for three and four year olds are available and currently the pre-school has 14 funded three year olds and seven funded four year olds. The pre-school caters for children with special needs and for children who speak English as an additional language.

The pre-school is managed by a committee of parents and which includes a liaison officer from the Forces. The committee employ four permanent members of staff who work directly with the children.

The pre-school is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Crabtree Pre-school provides satisfactory care for children. Three staff have early years qualifications and hold current first aid certificates. There is a good ratio of adults to children provided. The group provide a warm and welcoming environment to children and parents, with artwork displayed and information available through notice boards. Most paperwork is in place, although some lacks the necessary detail.

A high level of safety is maintained. Staff are fully aware of ensuring children's safety through close supervision. Good health and hygiene is maintained through routines and children are made aware this through discussions and topics covered. Healthy

based snacks are offered to children and regular drinks are available. Children with special needs are catered for well by the group and all children are valued and included. Staff offer good support to children and know children well as individuals. Child protection procedures are understood well by all staff.

Children enjoy a good selection of toys and activities, including local outings. Staff observe children regularly and use this information to help plan for the next steps in children's learning. The toys and activities are selected by staff and all children have access to these on a free-play basis. There is a good range of toys and activities which reflect positive images of society. Children's behaviour is generally good and they show good understanding of the established routines. Staff frequently praise children which encourages good behaviour, self esteem and confidence.

The pre-school offers good partnership with parents. Regular feedback is offered to parents about their child's progress. Monthly newsletters are provided and parents evenings are held twice a year.

What has improved since the last inspection?

not applicable as last inspection was a transitional inspection to Ofsted.

What is being done well?

- Children are given good opportunities to explore and investigate, staff involve themselves at activities and support children's learning well.
- Staff are fully aware of their responsibilities to ensure the safety of the children at all times. Daily checklists are carried out on the premises to identify potential hazards.
- Staff support children well, meeting their needs through their individual knowledge of children and observation, they ensure all children are valued as individuals.
- Good partnerships with parents are in place. Parents have access to a range of information through notice boards and newsletters, which provides regular information about the pre-school news and curriculum. Regular verbal feedback is given by staff.

What needs to be improved?

- documentation;
- parents to date and sign medication forms to acknowledge administration and accident reports to be dated as well as signed by parents
- newly devised policies and procedures to be reviewed and put into place
- child protection; parents to be made aware of groups duty under the Children Act
- access to toys and materials; children to be given opportunities to self select

for themselves.

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
7	ensure parents sign and date medication forms to acknowledge medication has been administered, accident reports to be dated as well as signed by parents
13	ensure parents are made aware of the groups duty under the Children Act to respond to concerns about children's welfare
14	ensure that all required policies and procedures devised are reviewed and put into place

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

How effective is the nursery education?

Crabtree Pre-school provides a generally good nursery education and has particular strengths in the area of Communication, Language and Literacy. Children are making generally good progress towards the early learning goals.

The quality of the teaching is generally good. Staff work closely together as a team, which is reflected in the consistent practice with the children. Children are supported well by staff through interaction, observation and their knowledge of children as individuals. Good relationships are in place. The staff are experienced in caring for children with special needs and have a good knowledge and understanding of resources required and working with parents and other agencies.

All staff are involved in planning the curriculum which links to the early learning goals. Observations and development files are used to good effect to monitor children's progress. These are linked to the stepping stones and early learning goals and are used to plan the next steps for children. The evaluation of the curriculum could be developed further to show the effect of activities on children's learning. Staff miss some opportunities to extend children's learning, skills and independence, particularly in maths and art and craft activities.

The leadership and management of the pre-school is generally good. The manager, staff and committee are all clear about their roles and responsibilities. There is good communication between the committee and staff, who are supported well. The group is aware of most areas for improvement and have plans for addressing these.

The partnership with parents and carers is generally good. There is access to good information about the setting. A recent parent helper rota has been introduced, which enables parents to take an active part in their child's education. Regular newsletters are sent out and parents evenings are held twice a year and access is also offered to development files at any time on request.

What is being done well?

- Children are confident and have good understanding of the established routines of the pre-school. Staff ensure they give clear guidelines to children which is reflected in the new children soon becoming familiar with the routines.
- Staff provide many opportunities for children to develop their language through large, small group activities and on an individual basis. Children are encouraged by staff to use writing as a form of communication and encourage children to hold pencils correctly and to write their own names.
- Staff plan regular sessions for large physical skills and spatial awareness through music and movement and the use of large equipment such as

obstacle courses.

- Children learn about their local environment and the wider world through planned topics and practical activities. They have good opportunities to explore and investigate a range of materials through interest tables, activities, music and dance.

What needs to be improved?

- planned activities to support mathematical learning and provision of practical activities to support mathematical concepts particularly, subtraction
- opportunities for children to self select materials to make and design their own work at art and craft based activities so that they are given sufficient challenge
- use evaluation of the curriculum to record the effects of activities on children's learning.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing the key issues highlighted in the last inspection. New resources have been purchased to give children opportunities to explore story telling with puppets and through role play. Two and three dimensional shapes have been obtained which children use in practical activities. Plans show that staff consider the appropriate grouping at activities to ensure that all children are able to participate and learn through these. However the group still needs to be aware of offering sufficient challenge to children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of personal, social and emotional development. Children are confident within the setting and understand the routines well. Their behaviour is generally good. They show enthusiasm and interest at activities and participate well in small and large groups. Good relationships are established between children and staff, which encourages confidence and self-esteem. Children at times have limited opportunities to self-select items for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in the area of communication, language and literacy. Children are encouraged to hold pencils correctly and have many opportunities for writing their names and use their emergent writing at activities and through role play. The more able children have structured activities where they develop the linking of letter sounds to words which encourages writing skills. Children communicate well with each other and staff using language to explore ideas and feelings.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of mathematical development. They are familiar with numbers one to ten and have regular opportunities to count and to recognise numerals. The more able children are given sufficient challenge in adding through practical activities such as building towers to count. They also take part in activities to compare numbers and use equipment to aid mathematical understanding. Children have few opportunities to use subtraction in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in the area of knowledge and understanding of the world. Children learn about their local area and the wider world through planned topics. Children confidently use information technology equipment. There are good opportunities to explore and investigate materials at the water tray and interest tables. Children lack experiences of self selecting materials in which to create and construct their own designs, at art and craft activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of physical development. Children have opportunities to develop large and small physical skills through using large equipment both in and out of doors and a range of small tools and materials. Most children use these confidently. However the more able children sometimes do not have the opportunity to use small tools such as scissors at appropriate activities. Spatial awareness skills are encouraged through music and movement sessions.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of creative development. Children have a good range of materials to explore from which offers them the opportunity to learn about colour, texture, shape, form, space and two and three dimensions. Children using dance as a creative expression, using scarves and masks to different types of music. At art and craft activities children lack opportunity to use and stretch their own imagination to create and design their own work.

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

- plan activities to support mathematical learning and provide practical activities to support mathematical concepts, particularly subtraction
- ensure there are opportunities and sufficient challenge for children to self select materials and use small tools, to make and design their own work at art and craft based activities,
- extend the use of the curriculum evaluation, to record the effects of activities on children's learning.

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.