



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106285

DfES Number: 511388

INSPECTION DETAILS

Inspection Date 16/01/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Yealmpton Pre-School
Setting Address The Community & Resource Centre
Stray Park
Yealmpton
Devon
PL8 2HF

REGISTERED PROVIDER DETAILS

Name The Committee of Yealmpton Pre-school 1037218

ORGANISATION DETAILS

Name Yealmpton Pre-school
Address Yealmpton Pre-school
The Community & Resource Centre, Stray Park
Yealmpton
Devon
PL8 2HF

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

Yealmpton Pre-School has been registered for 15 years. It has operated from the Yealmpton Community Centre, which shares a site with the village primary school, since 1998. The group operates from a dedicated pre-school room and uses a designated area of the playground for secure outside play. When operating the after school club, other parts of the school premises are also available for use.

The group offers two sessions a day to pre-school children from 09:00 to 11:45 hours, and from 12:45 to 15:30 hours. A lunch club is provided between 11:45 and 12:45 hours, and an after school club between 15:30 and 18:00 hours. The group operates all year round.

There are 36 children currently on roll, including 19 funded 3-year-olds, and 8 funded 4-year-olds. Children with special needs and English as an additional language can be supported, although none are currently in attendance.

A full time supervisor and four part time play workers are employed by the voluntary committee to work with the children. The supervisor is currently working towards an NVQ 4 in Early Years Management. One staff member holds an NNEB, another a Teaching Certificate, and a third is working towards an NVQ 3. The group is a member of the Pre-School Learning Alliance, and receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Yealmpton Pre-school provides good quality care for children.

A well-qualified and very able staff group is lead by a conscientious and skilled supervisor. There is an emphasis on teamwork and reflective practice, which ensures that children access strong support for their learning. Space and resources are well organised, and adults are deployed effectively. Documentation is in good order, with only minor revisions required.

Children's safety and security is a high priority for the team, with risk assessment systems working well. Children's health is promoted appropriately, and snack includes a number of healthy items. Staff are clear about their child protection responsibilities and procedures.

A broad range of inviting and carefully planned activities gives children many opportunities to enjoy their play, and to develop their understanding. Children's individual needs are well known by the staff group as a whole, and support for children with special needs is proactive. Behaviour is managed consistently and positively.

The group works hard to involve parents in their activities, and to ensure that they access good quality information about the curriculum, and their child's welfare during the day.

What has improved since the last inspection?

At the previous inspection the group was asked to organise space and activities to provide for different types of activities and for quiet times. This has been done to good effect. They were asked to ensure Ofsted's contact details were available to parents, and to forward a copy of the operational plan to Ofsted. Both requests have been fulfilled. Finally, they were asked to ensure that activities promoted children's learning and development; this request has been implemented in full and in doing so the group have had a significant impact on the quality of service children and their families receive.

What is being done well?

- There is a well-qualified and able play leader.
- The high ratio of well-qualified adults to children, and the effective key working system, means children access strong support.
- Children are motivated and involved in their play, and are well supported by interested and skilled staff.
- Staff create a well organised and child friendly environment. The group is well resourced, and these resources are readily accessible to children, and thoughtfully used by staff to further promote learning.
- The very effective risk assessment procedures are clearly implemented by adults, and keep children safe.
- Staff know children's individual needs very well, and resources help children develop an understanding of difference and diversity.
- Children enjoy healthy items for snack.
- Staff manage children's behaviour positively and supportively.

What needs to be improved?

- minor elements of the operational plan: detailing registration times in full for children and visitors; and ensuring that the complaints procedure, and the procedure for dealing with an allegation of abuse against a staff member, make appropriate reference to Ofsted.

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	Ensure registration systems fully record the arrival and departure times of children and adults.
14	Ensure that the complaints policy, and the policy for dealing with an allegation of abuse against a member of staff, make appropriate reference to Ofsted.

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

How effective is the nursery education?

Yealmpton Pre-school provides high quality nursery education, with children making very good progress in all six areas of learning.

The quality of teaching is very good. Planning for activities is comprehensive, and very much a team effort, with all adults making a substantial contribution. As yet, they do not involve children in the planning process. Adults are, however, well able to assess their own contributions, and to implement changes when they see a better way of working. They closely monitor children's progress, and use this information to further inform planning for individual children to great effect. These skilled and motivated adults interact very well with the children, forming warm relationships that generate real opportunities for learning. The thoughtful organisation of space, resources and time, and the deployment of adults, is regularly reviewed. Adults present themselves as positive role models to the children, and manage their behaviour sensitively and appropriately at all times.

The leadership and management of the setting is very good. The lead practitioner is conscientious and committed. Along with the well functioning committee, she is clearly able to bring out the best in her staff. The team responds well to being given increasing amounts of responsibility by the lead practitioner, who recognises the significant contribution that all can make. The team as a whole is sophisticated in its ability to assess the group's strengths and weaknesses. They are proactive in their approach to making changes that they believe will further improve the care and education they deliver.

The partnership with parents is generally good. There is no formal process by which parents receive information about their child's progress. However, the group has worked hard to improve the amount of information about the curriculum that parents receive, and parents are given many opportunities to participate in their child's learning.

What is being done well?

- Children are quickly learning the skills necessary to form relationships and work in groups.
- The use of books is well integrated into the session, and children very much enjoy stories and reading.
- Meaningful and well-resourced activities provide children with a sound understanding of the world around them and the people in it.
- The adult team works very well together to produce high quality planning; their individual skills allow them to fully implement the plans. Effective evaluation then leads to lessons being continually learnt by the proactive

team, and any identified changes are quickly implemented.

- Adults manage behaviour particularly skilfully, allowing children to learn from positive role models.
- The lead practitioner is proactive and reflective in her practice, working very well with the committee to gain support for the group. She thoughtfully gives increasing responsibility to her team, recognising their substantial abilities.

What needs to be improved?

- the amount of information parents receive about their child's educational progress
- the involvement of children in the planning of activities

What has improved since the last inspection?

At the last inspection staff were asked to develop a clearer understanding of special needs issues, and to appoint a Special Needs Co-ordinator from within the team. There is now a very able co-ordinator in place, and all staff are well able to recognise developing needs. They were also asked involve staff in the planning and assessment process more effectively. This has been achieved with great success, providing children with a varied and exciting programme. Finally, the group were asked to develop the curriculum information available to parents; this request has now been comprehensively fulfilled.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are increasingly able to show consideration for others, and to participate fully in group activities, such as tidy up time. They enjoy their independent play, and also respond warmly and positively to time spent with adults on individual tasks, such as worksheets or craft activities. They concentrate quietly when they need to, understanding the importance of listening. They also actively contribute when invited to, for example, during 'show and tell' at circle time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators with good vocabularies. They very much enjoy story time, and they make good use of books throughout the session, often asking adults to read to them during free play time. Children do have opportunities to link sounds and letters, for example, when recognising their name during registration. Children's handwriting is progressing well, with many children able to write their name and some other words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make meaningful and appropriate use of numbers throughout the session, without prompting, for example, when counting pieces of fruit and biscuits for snack. They participate in a good range of activities that develop their mathematical understanding and their ability to problem solve. Children recognise a wide range of shapes, including complex shapes such as pyramids. They are able to make comparisons of size and measure with confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate in a broad range of activities that ensure they develop a sound understanding of the world about them, and the variety of cultures and beliefs around the world. Children have well managed opportunities to use information technology to further their learning. Children have a real sense of the progression of time, answering questions confidently at registration time, for example, and are also well aware of their place in the wider community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a varied programme of physical activities, designed to ensure progress in the development of their balance, co-ordination and other physical skills. Children show increasing dexterity in the use of tools and equipment, such as pens, glue sticks and scissors. Children show awareness of themselves and others, and are confident in their movements.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy making music and singing songs, and show a good understanding of musical vocabulary, such as 'loud' and 'soft'. They make extended use of the well-resourced role play area, giving full flight to their imaginations and communicating their ideas clearly to each other. Children also make good use of other opportunities to respond to experiences and to express their thoughts, such as talking during circle time about their weekend or what they want to be when they grow up.

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 the following:
- ensure that parents and carers receive regular information about their child's educational progress.

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.