



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 134470

DfES Number: 524124

### INSPECTION DETAILS

Inspection Date 19/01/2004  
Inspector Name Jane Melissa Hull

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Bright Start Pre-School  
Setting Address Social Centre  
Browns Lane, Alverscot Road  
Carterton  
Oxfordshire  
OX18 3JH

### REGISTERED PROVIDER DETAILS

Name The Committee of Bright Start Pre-School 1045744

### ORGANISATION DETAILS

Name Bright Start Pre-School  
Address Social Centre  
Browns Lane, Alverscot Road  
Carterton  
Oxfordshire  
OX18 3JH

## 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

Bright Start Pre-School opened in 1974. It operates from within Carterton and Black Bourton Social Centre in Carterton town centre. The group serves the local area.

There are currently 55 children from 2 to 4 years on roll. This includes 21 funded 3 year olds. Places for funded 4 year olds are not offered. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language but no children with special needs currently attend.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 11:45 from Monday to Friday and from 12:30 until 14:45 from Mondays, Tuesdays and Wednesdays.

Seven staff work with the children. Over half have early years qualifications to NVQ level 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Bright Start Pre-school provides satisfactory care for children. The committee and senior staff work well together and are committed to staff's development. However, the committee lacks knowledge of the National Standards and place much responsibility with the Manager they employ. Staff work hard to create a welcoming and visually stimulating environment. Children enjoy a range of outdoor pursuits despite the group having no outdoor play area. Children have use of an excellent variety of indoor play and learning equipment. Documentation and administrative procedures lack some detail.

Staff promote safety within the setting however, current security arrangements allow the potential for unwanted visitors to gain access to the premises. Children are learning about personal hygiene and are developing independence. Children enjoy a variety of snacks, which are frequently related to a theme. Drinks are provided for

children at snack time and are available during the session but children drink insufficient quantities. Children for whom English is an additional language, attend the group. Staff provide them with appropriate support and adapt activities to suit their individual needs. There are few images within the setting to reflect the particular culture and home language of these families. Staff have sound knowledge and understanding of their role and duties when caring for children with special needs.

Children enjoy an excellent range of play and learning activities at each session. Staff are skilled in using opportunities to develop children's learning and understanding. Children are learning about people's differences and show concern and respect for others. Children behave very well.

Parents report satisfaction with the service. They receive regular information about what is going on in the group however, there are no formal opportunities for staff and parents to share information about children's progress.

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

Not applicable.

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

- Staff work hard to create a welcoming and stimulating environment for children within the community hall. Children have access to an excellent range of activities and equipment, all of which must be stored away at the end of each session.
- The staff are committed to their professional development and all are either suitably qualified or working towards a child care qualification. They attend a variety of short courses to ensure they remain up-to-date in their knowledge.
- Children have opportunities to engage in an excellent variety of play and learning activities at each session. Staff undertake assessments of children's learning to aid planning. Staff are skilled in asking carefully framed questions and extending activities to develop individual children's learning and understanding.
- Staff are committed to the care of all children and are knowledgeable about the issues of caring for children with special needs. The group's special educational needs co-ordinator (SENCO) is familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs. Staff adapt their practice and resources and work in partnership with parents and other agencies, to ensure the needs of individual children are met.
- Staff provide children with positive role models of behaviour. They provide children with plenty of praise and encouragement and handle unacceptable behaviour with sensitivity, taking into account the needs of individual children. Children behave well and show consideration and concern for others.

### What needs to be improved?

- committee members knowledge of the National Standards and associated Regulations, to enable them to understand their responsibilities as the Registered Provider
- documentation and administration, to ensure that Ofsted is notified of significant changes, to maintain records of children's hours of attendance and to compile a procedure for lost children
- security, to ensure that unwanted visitors cannot gain access to areas used by the children
- resources which reflect the particular culture and home language of all children attending
- fluid intake of children during each session.

### 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 must take the following actions by the date shown

Std	Action	Date
14	Ensure that all required records relating to day care activities are maintained and that Ofsted is notified of any significant changes.	26/01/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Ensure that children receive drinks in sufficient quantities at each session.
9	Develop systems of communication with children and their families who speak English as an additional language. Provide additional resources and images which reflect their culture and home language.
1	Develop committee members knowledge of the National Standards and

	associated Regulations.
6	Ensure that unwanted visitors cannot gain access to the areas used by the children.

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

### How effective is the nursery education?

The nursery education at Bright Start Pre-School group is generally good. With the exception of creative development, children are making very good progress towards the early learning goals. Children are confident and motivated to learn. They are learning about what is right and wrong and are developing their independence in a happy and stimulating learning environment.

The quality of teaching is generally good. Staff have good understanding of the early learning goals and the stepping stones children take towards them. Staff use their knowledge of individual children to plan a varied range of suitable learning activities. Children are appropriately challenged and staff have high expectations for behaviour. Children undertake a range of creative activities, which include the completion of pre-printed worksheets. A proportion of the creative activities undertaken, involve children producing adult-determined art, which is prescriptive and restricts children's imagination, creativity and originality.

Leadership and Management of the setting is generally good. The committee and staff work effectively together to monitor, review and improve the care and education for all children. Staff are encouraged to pursue their professional development and systems are in operation to monitor the standards of teaching.

Partnership with parents is generally good. Parents receive information about the setting and are regularly up-dated about what their children are doing. They are encouraged to be involved with their children's learning by contributing to activities and topics. There are no effective systems in place to share records about children's progress with parents nor to encourage them to contribute to these.

### What is being done well?

- The Management team and staff work well together, to provide children with a balanced curriculum within a stimulating learning environment. The Management team encourage staff's professional development and have effective systems in place to review and develop practice.
- Staff plan and provide children with a wide variety of activities which interest them and build on their prior learning. Children are learning through play and are excited and motivated to learn.
- Staff have high expectations of behaviour and children behave well. They are learning what is right and wrong and are developing their social skills in relation to working in groups and taking turns.
- Children are learning about their local community and the world in which they live. Children enjoy many outings and learn about other countries, customs and beliefs.

- Staff are skilled in asking carefully structured questions, which encourage children to develop their knowledge and understanding whilst engaging in play. Staff take every opportunity to extend opportunities for learning. Maths in particular, is included in all children do.

**What needs to be improved?**

- opportunities for children to use their creativity, imagination and originality in art and craft activities
- systems for sharing records of children's progress with parents and their ability to contribute what they know about their children.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, excited and motivated to learn. Staff have high expectations of children and they behave well. They are learning to work in a group, take turns and consider the needs of others. Children are developing a sense of community and are learning that people have different needs, views, cultures and beliefs. Children for whom English is an additional language, see few resources in the setting to reflect their language and culture.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators and are able to concentrate and listen to discussions and stories. They are developing their writing skills. Some three year olds are able to form recognisable letters and some attempt to write their names. Children are learning that print carries meaning and they use books for enjoyment in the well-organised and resourced, book area, and for reference.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident in mathematical work. Staff are skilled in including mathematics in most activities and play. Children are developing recognition of numerals up to ten and build upon their counting skills throughout each session. Children are developing an understanding of calculation and are learning the concepts of shape, size, quantity and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the place in which they live and enjoy a variety of outings. They have regular opportunities to investigate and explore both indoors and out and identify and find out about living things and objects. Children are learning about the beliefs, customs and cultures of others, during topic work and when marking festivals and celebrations from around the world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence in movement and an awareness of space. They are able to travel under, over and through balancing and climbing equipment and manoeuvre bicycles well. Staff ensure that children have regular opportunities to develop their large motor skills despite the fact that the group has no outdoor play area. Children are developing their fine manipulative skills using a range of tools and equipment.



**CREATIVE DEVELOPMENT**

Judgement:

Significant Weaknesses

Children enjoy exploring sounds and using musical instruments. They are encouraged to use their imagination in dance and stories. Staff make good use of role play, to develop children's understanding of the world around them. Children have limited opportunities to explore their true creativity, as many art and craft activities are pre-determined by the staff who instruct children about what resources to use and provide them with limited materials and tools when creating pictures and models.

**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 children with additional activities which allow them to use their own creativity, imagination and originality
- develop systems for sharing records of children's progress with parents and encourage them to contribute to these.

*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.*