



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105965

DfES Number: 516384

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Pauline Margaret Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Dunkeswell Pre School
Setting Address	Unit 6, Culme Way Dunkeswell Honiton Devon EX14 4JP

REGISTERED PROVIDER DETAILS

Name	Dunkeswell Pre School 1035663
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ORGANISATION DETAILS

Name	Dunkeswell Pre School
Address	Culme Way Dunkeswell Honiton Devon EX14 4JP

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

Dunkeswell Preschool is situated in the centre of the village of Dunkeswell, adjacent to the local shops. The setting serves a predominately rural area and has very good links with the local community.

The group is open on Monday, Wednesday, Thursday and Friday mornings from 09:15 to 12:15, and also on Wednesday afternoons. An optional lunch club runs after each morning session from 12:15 to 13.00.

At present there are 28 children on roll, 15 are funded three year olds and 4 funded four year olds.

There are currently no children in the group with English as an additional language. The setting is able to accommodate children with additional needs.

The main play space is one large room with a kitchen and toilet block situated off the entrance hall. Outdoor play is available in a small enclosed outdoor area and use is made of a nearby playground.

Four experienced staff are employed in the group. The play leader and deputy hold relevant childcare qualifications. Advice and support has been provided by Devon Early Years Development and Childcare Partnership.

How good is the Day Care?

Dunkeswell PreSchool provides good care for children. The setting is well organised and has a comprehensive operational plan. Staff have appropriate qualifications and experience, attend on-going training and provide very good support for children. The room is well prepared before children arrive and is bright with posters, pictures and samples of work. Good quality furniture and resources are provided at each session. Most records, policies and procedures are in place, stored securely and available to parents.

The setting is vigilant about safety and security and have a good awareness of

health and hygiene procedures and practice. Drinking water is available at all times and children are provided with regular snacks. Staff are aware of any allergies or dietary requirements and have a good understanding of equal opportunities and child protection procedures.

Good arrangements are in place to accommodate children with special needs and all staff are familiar with the Code of Practice. A special education needs co-ordinator has been appointed and attends specific training in this area. The building has appropriate access and facilities.

A broad range of interesting activities is offered at each session. Children are encouraged to make selections for themselves and are involved and interested. Behaviour is good. Staff have a consistent approach to behaviour management and are calm and patient. Praise and encouragement is readily given.

Partnership with parents is good. They are invited to join the management committee and have close working relationships with the setting. Parents are welcomed into the preschool building and invited to discuss any issues with staff. Good initial written information is supplemented with notices and newsletters and children's progress records are available at all times.

What has improved since the last inspection?

The setting has made good progress on actions raised at the previous inspection.

A system for recording incident records and existing injuries has been introduced and parental signatures obtained for administered medication.

All staff checks are now complete.

What is being done well?

- Staff provide very good care for the children. They are supportive and encouraging and totally committed to children's learning and development.
- The room is bright and welcoming and well prepared before parents and children arrive. Staff ensure sufficient and suitable resources are available in group activities so that all children can be involved.
- Partnership with parents is particularly good. They have very close links with the setting and are able to be involved in their child's learning.
- The setting provides very good support for children with special educational needs. The SENCO works very closely with parents and other people connected with the child and cascades any training information to other staff members.

What needs to be improved?

- written induction procedures for new staff, students and volunteers.

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	develop a plan that sets out induction procedures for new staff, students and volunteers

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

How effective is the nursery education?

Dunkeswell PreSchool is delivering very good provision for three and four year olds so that they are making very good progress towards the early learning goals.

Teaching is very good. Staff are confident in their knowledge of the early learning goals and are enthusiastic and committed. They plan and provide an interesting, exciting programme where children are learning at their own pace through practical experiences. Resources and accommodation are used well to provide an environment which is happy, stimulating and challenging.

A new, weekly planning scheme has recently been introduced which is influenced by regular observations of children's progress and attainments.

Very good provision is made for children with special educational needs. There are currently no children attending with English as an additional language, but an effective system is in place to seek advice and provide support.

Leadership and management is very good. The play leader is knowledgeable and experienced and heads a strong, united team. Staff are committed to attending ongoing training and keep abreast of current changes and developments.

The setting is well supported by an elected management committee and regular meetings are held to review provision and evaluate the programme.

Partnership with parents is very good. They are well informed about the setting and aware of the daily routines, themes and education programme, including information about the Foundation Stage. Parents are welcomed into the setting and advised of ways in which they can contribute to their child's learning at home.

What is being done well?

- Good teaching and teamwork are a strong feature of the setting. Staff are enthusiastic and interested and get enormous pleasure from seeing children grow and develop. They have a good knowledge of the early learning goals and are able to adapt activities to meet individual abilities and experiences.
- Learning opportunities, particularly in the areas of language and literacy and mathematics, are integrated well into daily activities, so that children are gaining good foundation skills in both areas.
- Children are polite, happy and well behaved, keen to show what they know and can do and enjoying a strong sense of community. They are developing and learning at their own pace, independently selecting resources and tasks and contributing enthusiastically to group activities.

What needs to be improved?

- children's ease of access to samples of work and photographic displays, including pictorial representations of numbers.

What has improved since the last inspection?

The setting has made very good progress on the points for development raised at the previous inspection.

The recently introduced planning scheme is influenced by regular observations of children's progress. It is completed on a weekly basis and identifies the learning intention of activities, including how they can be extended to meet the needs of all children.

The appointed SENCO of the setting has attended training and cascaded information to other staff members so that they are all familiar with the Code of Practice. Effective procedures are in place to identify and support any individual needs, including working closely with parents and accessing local expertise.

All children have free access to writing materials at every session. Appropriate systems are in place to introduce writing skills, including the correct formation of letters. Parents are provided with information sheets so that they are able to be involved in their child's development in this area.

Children are encouraged to make good use of the setting's computer and have free access at each session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested, excited and eager to learn. They display good independence and application and are able to concentrate and persevere with selected tasks. Staff encourage their contributions to group discussions and all ideas and suggestions are respected and valued. Children have a good awareness of expected codes of behaviour within the setting. They have a strong sense of belonging to the local community and show good care and consideration for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Spoken language development is very good. Children talk confidently in a variety of situations and are able to recall experiences and share views. They enjoy books, listen attentively to stories and enthusiastically join in songs and rhymes. Daily routines and activities introduce them to the sound and shape of letters and there are regular occasions to become familiar with the written word. Older children are able to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Counting and mathematical activities are integrated well into daily routines so that children are gaining a sound knowledge of number. They are learning to count, recognise and use numbers through practical activities which are supported and extended through rhymes, songs and stories. Staff ensure learning is adapted to meet all children's needs and introduce shape size and measure through activities such as cooking and craft. The setting does not display pictorial representation of number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff ensure children have 'hands on' opportunities to explore and investigate and encourage them to talk about their ideas. Children show good skills in making and designing and are confident in the use of computers. The setting celebrates familiar festivals and children are learning about the wider world. There are many opportunities to discuss past and present events, and children show a strong sense of belonging. The group is a valued member of the local community.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are developing good gross and fine motor skills and show control in the use of tools and equipment. Good use is made of malleable materials and resources to promote hand/eye co-ordination and children are competent in the use of tools such as pens, scissors, knives and cooking implements. Children show a good awareness of space as they move around the room. Large play equipment provides regular opportunities to extend the skills of balancing and climbing.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are many opportunities throughout the session for children to develop and explore individual creative ideas and explore their senses through cooking, music, art and craft. Samples of work on display show that children have access to a wide range of materials and resources. Staff are confident in letting role play situations develop so that children are able to fully exploit imaginary situations, such as making a train of chairs or going to a party.	

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:

- extend opportunities for children to become familiar with written numbers within the everyday environment.

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.