



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133470

DfES Number: 547392

INSPECTION DETAILS

Inspection Date 08/12/2003
Inspector Name Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Chipping Norton Pre-School
Setting Address Chipping Norton Pre-School Port-a-Cabin
Burford Road
Chipping Norton
Oxfordshire
OX7 5DZ

REGISTERED PROVIDER DETAILS

Name The Committee of Chipping Norton Pre-School 278247

ORGANISATION DETAILS

Name Chipping Norton Pre-School
Address Chipping Norton Pre-School Port-a-Cabin
Burford Road
Chipping Norton
Oxfordshire
OX7 5DZ

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

Chipping Norton Pre-School has been registered for almost 30 years. The group operates from its own building located in the grounds of Chipping Norton comprehensive school. The pre-school is located close to the town centre and other local facilities. Accommodation consists of a spacious playroom; smaller messy room/cloakroom; kitchen area and quiet room. There is a large fully fenced outside play area with trees, balancing beams, playhouse, shed and paving.

There are currently approximately 40 children on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The setting currently has no children attending identified as having special needs and none with English as an additional language.

The pre-school is run by a Committee of parents of local children. The intake of children are from the local areas and also from surrounding villages. The playgroup is open five days a week from Monday to Friday from 09.00 to 15:30. Within these times a variety of sessions are run. The group operates wrap around care with sessions in the morning from 09:00-11:30 and the afternoon session from 13:00-15:30, between these two sessions they run a lunch club from 11:30-13:00. Staff pick up children from neighbouring nurseries for the lunch club.

There are seven part time members of staff and one full time co-ordinator. Over half the staff have an early years qualification to NVQ level two or three. Four staff are currently working toward a level three qualification.

The group receive support from the Ace Centre of Excellence, the Early Years Development and Childcare Partnership and liaises with local schools.

How good is the Day Care?

Chipping Norton Pre-school provides satisfactory care for children.

Staff are knowledgeable in child care and establish good relationships with the

children. They regularly attend training to update their knowledge of child care. They have all attended training in Child Protection and food handling. Staff create a bright and child friendly environment for children. Space is used effectively to allow children to make choices in their play. They can select from a range of activities put out for them each day which are stimulating and promote learning in all areas.

Staff have a high regard for safety, daily checks are made of the premises and equipment before children use it. Comprehensive risk assessments identify potential hazards, however increased monitoring would ensure that hazards are minimised further. Children's good health is promoted through the provision of healthy and nutritious snacks. A jug of fresh water and cups are available for children to access freely. Staff work closely with parents over dietary needs to ensure their wishes are being met and the child feels included.

Children are settled in the group. They interact well with their peers and encourage others to join in their play. Staff are interested in what the children do, they get to know them well and support them in their play. They have a high level of interaction with the children both in a small group and on a one to one basis. Staff promote good behaviour and make their expectations known to the children.

Staff form good relationships with parents. Parents are provided with clear written information about all aspects of the group, however obtaining increased details and consents from parents would further enable all children's individual needs to be met. A working rota for parents allows them to be involved in the daily running of the group and their children's learning.

What has improved since the last inspection?

The last inspection was transitional, therefore, this section does not apply this time around.

What is being done well?

- Staff are committed to their own personal development, they regularly update their training in child care. It is the expectation of the committee that all staff should receive training in First Aid, Food Handling and Child Protection.
- Parents are kept well informed about the day to day running of the group. Daily plans are on display detailing activities to be undertaken by their children. All policies and procedures are accessible alongside details about local services and amenities.
- High regard is given to promoting good health and hygiene practices. Children independently wash their hands after using the toilet and before sitting down to eat any foods.

What needs to be improved?

- the monitoring of procedures to minimise the risk of fire

- the detail held on children's records to enable their individual needs to be met
- the obtaining of consents from parents to seek emergency medical treatment
- the Child Protection policy to provide a procedure to follow in the event of an allegation of abuse being made against a staff member.

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
6	ensure fire safety recommendations are met at all times.
9	ensure sufficient detail of children's individual needs are held to enable appropriate care to be given.
13	provide a written procedure in the event of an allegation being made against a member of staff.
13	ensure all staff are aware of the designated person for Child Protection and procedures to follow should there be a concern.

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

How effective is the nursery education?

The nursery education at Chipping Norton pre-school is generally good. Children are making generally good progress in all areas of learning.

The quality of teaching is generally good. The planned curriculum covers all areas of learning, however staff do not sufficiently share information to ensure a consistent approach to its implementation. Activities provided for children are age appropriate but there is no evident differentiation to provide increased challenges for older and more able children. Staff have started to use observations and assessments to plan for children's future learning needs. Information is then recorded in individual children's profiles. Staff deploy themselves well in the group to minimise disruption from inappropriate behaviour and to best support the children. A Special Needs co-ordinator has been appointed and is putting procedures in place to ensure any children's special needs are identified and supported.

Leadership and management of the group is generally good. The group is committed to improvement, they are continually monitoring the provision to plan for future improvements and have recently involved parents in an evaluation of the provision. The committee carry out appraisals and encourage staff to take on further training. They are aware of their roles and provide good support to the pre-school staff. Changes in staff roles and responsibilities have resulted in the manager being fully responsible for the curriculum planning and now lacks time to support the team.

Partnership with parents and carers is good. Parents are kept informed of the curriculum being followed and the activities undertaken during the day. Parents are welcomed into the group and find staff approachable when discussing their children. Children's work is sent home weekly and parents can see the progress being made by their children, however there are no formalised arrangements for parents to meet with staff to share children's progress records.

What is being done well?

- Children are learning that writing is used for a variety of purposes. They are provided with a range of stimulating and creative ways to write lists, make notes and develop an understanding that writing has meaning.
- The management follow an ongoing programme of monitoring and evaluation of the provision. They have asked parents to fill in a questionnaire about the provision and are using this as a tool to make further improvements. They are committed to the improvement of the quality of care they offer.
- Children make good use of all the available opportunities for imaginative play. They play co-operatively and explore real and imagined situations through their play.

- Children are interested in the activities available each day. Staff deploy themselves at the activities to provide support for the children as required.

What needs to be improved?

- the provision of allocated time for staff to meet as a team to ensure a more consistent approach to the delivery of the curriculum;
- the management of large group situations to develop the children's speaking and listening skills;
- the delivery of the curriculum for mathematics to ensure children have the opportunities to link numbers and written numerals;
- the opportunities for children to associate letter sounds with written letters;
- the differentiation of activities to provide suitable challenges for the older and more able children;
- the opportunities for parents to meet with staff to discuss and share their children's records.

What has improved since the last inspection?

This is the first inspection for funded nursery education, therefore, this section does not apply this time around.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in available activities. They are learning to play co-operatively and are confident in speaking in small groups. However, in large groups they do not listen to others and are not learning to value what others have to say. Children are learning about right and wrong, staff praise and encourage the children and make clear their expectations and reasons. Children are developing independence in their choices of activity and their self management.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff are creative in their provision of activities to develop the children's writing skills and children are learning that writing is for a variety of purposes. Children are starting to identify their names. However, the use of name cards to aid the writing of their names is inconsistent. Alphabet friezes and letter tables are available but children are not linking letter sounds with written letters. A good range of books is available but children rarely select books as a free activity.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about number, they count daily as a large group but are not associating the numbers with written numerals. Children are using maths in everyday situations, they use money for imaginative play and regularly solve basic mathematical problems. Staff develop children's mathematical language and make good use of small group situations to extend children's understanding. Children regularly use sand, water and construction to explore mathematics independently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the natural world, they explore growing things and make close observations. Children use technology in real and imagined situations, however learning in computer technology is limited. Children are learning about other cultures and beliefs. Festivals from around the world are celebrated and differences are identified. Children are developing a sense of time, staff use open ended questions to develop the children's understanding of future and past events.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children follow a well balanced programme for physical development. They use a good range of outside play equipment to develop their control and co-ordination. Children enjoy dance and will use dance to form part of their imaginative play. Children are learning about staying healthy and looking after themselves. They can name many body parts using song and use dolls to explore good hygiene practices. Children are using a range of tools, safely and with confidence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children can make choices in their creativity, a daily activity is put out where children can explore colour, texture and use a range of tools and materials. Staff are guided by the children's creativity but suitable support when using tools is sometimes limited. Children sing songs from memory and listen to a range of different music. Children are encouraged to respond to and discuss their feelings about the music. Children use instruments and explore the sounds they can create.

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

- increase staff knowledge and management of the planning for the curriculum to provide a more consistent approach to its implementation;
- develop the children's speaking and listening skills in large group situations to encourage children to listen to and value what others have to say;
- increase opportunities for children to link letter sounds with written letters and numbers with written numerals;
- plan activities to provide suitable challenges for older and more able children.

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.