



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146021

DfES Number: 514813

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Nikki Whinton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Aldbourne Pre-school
Setting Address St Michael's C of E School
Back Lane, Aldbourne
Marlborough
Wiltshire
SN8 2BP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Aldbourne Pre-school
Address St Michael's C of E School
Back Lane, Aldbourne
Marlborough
Wiltshire
SN8 2BP

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

Aldbourn Pre-school was established in 1962. It operates from its own premises in a classroom within the grounds of St Michael's Primary School, Aldbourn, near Marlborough. The group has access to a fully enclosed outside play area.

There are currently 41 children from 2 to under 5 years on roll. This includes 20 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of sessions. Two children have special needs. There are currently no children attending with English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.00 to 15.00.

Four part-time and four full-time staff work with the children. Five have early years qualifications and three are currently undertaking training. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Aldbourn Pre-school provides good quality care for children. The staff are well qualified, with appropriate training, experience and skills. They offer premises which are secure, clean, well maintained, warm, and welcoming to parents and children. Good staffing ratios are maintained, staff are well deployed, and creative use is made of the available play space. They offer a wide variety of equipment and resources.

The staff have a good understanding of safety issues, both within the provision and when taking children on outings. Most procedures are in place to promote children's good health and hygiene. Staff have a good understanding of the importance of healthy eating, which they promote through the snacks and meals provided. Staff have a good awareness of their role in the protection of children, although parents are not advised of their access to the relevant policy.

The staff know the children well, acknowledging and valuing them as individuals. They offer children a wide variety of stimulating activities to help promote their development. Staff have valuable experience of caring for children with a range of special needs. They have a good understanding of effective ways to manage a wide range of children's behaviour.

Staff have a very good partnership with the parents, who are happy with the service the group provides. Staff ensure children are looked after according to parents' wishes and offer them planned and informal opportunities to discuss their children's progress and achievements. Most required regulatory documentation is correctly maintained and easily accessible for reference.

What has improved since the last inspection?

As a result of the last inspection the group was requested to;

- . ensure the registration system records the arrival and departure times of children, staff and visitors
- . seek written parental permission for obtaining emergency medical treatment or advice
- . maintain a record of significant incidents and physical intervention
- . update details of the regulator in the written complaints procedure.

The group has now obtained written parental permission for the seeking of emergency medical advice or treatment. The complaints procedure includes information about the regulator and a record is kept of significant incidents.

The register of attendance does not include the daily arrival and departure times of children, staff and visitors.

What is being done well?

- The staff know the children very well and have a very good relationship with them. Every child is treated as an individual. Children are stimulated and well occupied, with the opportunity to take part in an exciting range of play activities which help to promote their development.
- The staff offer a wide range of clean, well maintained equipment and play materials. Children have the chance to freely self select from age appropriate toys and resources which meet the needs of all the children attending.
- The staff have a very good understanding of safety issues. They take positive steps to help ensure children's safety and security within the setting and when taking them on outings. Children are cared for within an environment which actively promotes their safety and welfare.
- The staff have valuable experience of caring for children with a range of additional needs. The Special Educational Needs Co-ordinator has

undertaken appropriate training and continues to attend professional enhancement opportunities. Children are fully integrated within the setting and cared for in a way which supports their individual requirements and actively encourages their development.

- The staff have a very good understanding of appropriate methods to encourage children's positive behaviour. Children behave very well. They are effectively developing their understanding of right and wrong through the daily routine and are supported by the influence of the staff, who act as positive role models.
- The staff have a very good partnership with the parents. Staff provide parents with regular, good quality information about the setting, ensure every child is looked after according to their parents' wishes and offer regular planned and informal opportunities to discuss individual children's progress and achievements.

What needs to be improved?

- the procedures for registration, to ensure the daily record of attendance includes the arrival and departure times of children, staff and visitors
- documentation, to ensure parents sign the medication record book to acknowledge when medicines have been give to their children
- the arrangements for advising parents of the group's child protection policy and their access to it.

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 the daily record of attendance includes the arrival and departure times of children, staff and visitors.

7	Ensure parents sign to acknowledge when medication is given to children.
13	Ensure parents are advised about the group's child protection policy and their access to it.

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

How effective is the nursery education?

Aldbourne Pre-school offers high quality provision which helps children to make very good progress towards the Early Learning Goals in all areas of development.

Teaching is very good. The staff have a very good understanding of the Early Learning Goals. They plan and provide a wide variety of stimulating, exciting activities which challenge children, whilst supporting their learning and development. They give children time to complete activities to their own satisfaction and ask them very good indirect questions to make them think. The staff know the children very well and have a good understanding of their differing stages of development. They manage the children very well and have a good relationship with them. Staff actively support children's developing confidence, independence and self-esteem. Staff offer very good support for children attending the setting with special needs. However, staff miss some opportunities to encourage children's early writing skills and assessment information is not always used to plan for each child's differing future learning.

Leadership and management are very good. The group benefits from the considerable skills and experience of the lead practitioners. The setting regularly monitors and evaluates the nursery provision, has a good awareness of its strengths and areas for development and has appropriate systems in place to promote improvement. The staff are very committed to further developing the quality of the care and education offered to the children.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting and its provision. They are encouraged to be actively involved in their child's learning and have regular opportunities to liaise with staff, to discuss their child's progress and achievements.

What is being done well?

- Children are confident, enthusiastic and well motivated. They listen attentively, concentrate well and persevere to complete tasks. Children are articulate and talk confidently to adults and peers, using a wide range of vocabulary. Children behave very well, are developing their social skills and show good self esteem.
- Children love using their imagination. They frequently build and construct to their own design using a wide range of construction materials. They make up stories and enjoy moving imaginatively to classical music. They spend sustained periods of time in the role play area developing and extending their imaginative ideas and enjoy creating and experimenting with art and craft.
- Staff are enthusiastic, well motivated and act as positive role models. They know the children very well and have an excellent relationship with them.

They are well deployed and actively support children in developing their confidence, independence and self esteem. They offer exciting practical activities to reinforce and extend children's learning, asking very good indirect questions to make children think.

- Staff offer very good support for children with special educational needs. Children are fully integrated within the setting and key workers liaise closely with parents and health professionals. Individual educational plans are in place to effectively support the children's learning and development.
- Staff have a very good partnership with parents. They are provided with regular, good quality information about the provision. There are regular opportunities for key workers and parents to view children's assessment records and share information about children's achievements. Parents are actively encouraged to share their skills and be involved in their child's learning.
- The leadership of the setting is very effective. They manage the staff very well, actively support staff development and are totally committed to further developing the quality of the provision.

What needs to be improved?

- staff's use of assessment information to plan for each child's future development
- staff's provision of opportunities for children to practice their early writing skills.

What has improved since the last inspection?

The group has made very good progress since the last inspection.

As a result of the last inspection, the setting was given the following points for consideration;

- . review the planning of aspects of staff deployment, in the light of the recent reduction in staff numbers
- . the provision of more opportunities which will encourage parents to discuss their child's progress and look at their records.

The setting has now reviewed staff deployment. The staff are well deployed within the group to support children's development and learning. Parents are offered regular planned and informal opportunities to discuss their child's progress and achievements, view assessment records and share with staff what they know about their child to aid assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, well motivated and eager to learn. They behave very well, are developing their social skills and are aware of the need to share and take turns. They listen attentively and concentrate well to complete tasks. They are forming positive relationships with staff and peers. Children are successfully developing their independence, confidence and self esteem through the daily routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good range of vocabulary and speak confidently to adults and peers. They use language well to express their thoughts and develop their ideas, such as when deciding to build a road in the outside play area. Children have good, regular opportunities to share books individually with adults and peers and to take part in whole group storytelling activities. However, children have rather limited chances to practice their early writing skills as part of their play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have wide-ranging meaningful opportunities to count and recognise numbers as labels. Children use mathematical language as part of their play and confidently solve simple mathematical problems. Children are developing their understanding of shape, space and measure through practical play opportunities, such as building bridges and putting together a model of a skeleton.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have wide-ranging opportunities to build and construct to their own design using a good range of construction materials. Children have regular chances to discuss significant events and are developing their awareness of a range of cultures and festivals. They explore how things work and investigate features of living things. They are learning about the local environment and finding out more about the area in which they live.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of how their bodies work and the importance of staying healthy. They are effectively developing their awareness of health and hygiene issues through the daily routine. They confidently use a range of climbing and balancing equipment and show good spatial awareness. They use a wide variety of equipment safely, with increasing control and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy using their imagination to develop their ideas, particularly in art, design, dance, role play and storytelling. They regularly explore colour, texture, shape, form and space in two and three dimensions. They enjoy singing and taking part in musical activities. They regularly express and communicate their thoughts and feelings to adults and peers, during planned and spontaneous opportunities.

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 improving the following;
- further develop the assessment programme, to ensure the information obtained from observations is used effectively to plan for each child's future learning
- increase opportunities for children to practice their mark making skills whilst engaged in practical activities.

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.