



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145987

DfES Number: 519545

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Catherine, Louise Sample

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Grovely Pre-school
Setting Address Wishford First School
West Street, Great Wishford,
SALISBURY
Wiltshire
SP2 0PQ

REGISTERED PROVIDER DETAILS

Name The Committee of Grovely Pre-school

ORGANISATION DETAILS

Name Grovely Pre-school
Address Wishford First School
West Street, Great Wishford,
SALISBURY
Wiltshire
SP2 0PQ

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

Grovely Pre-school opened in 1986 and operates from a dedicated area within Wishford First School, Great Wishford. The Pre-School has access to a fully enclosed outdoor play area and the school hall, kitchen and cloakroom facilities. Children attending the Pre-school come from villages in the surrounding area.

The Pre-school opens five mornings a week during term times. Sessions last from 9:00 a.m. to 12:45 p.m. on Tuesdays, Thursdays and Fridays and from 9:00 a.m. to midday on Mondays and Wednesdays. The children attend for a variety of sessions. There are 25 children on roll of whom 6 are funded 3-year-olds and 2 funded 4-year-olds. The Pre-school supports children with Special Needs. There are no children with English as an additional language.

Three full-time staff, two of whom hold Early Years qualifications, work with the children. The setting works closely with the staff at the school and receives support from the Wiltshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Grovely Pre-school provides satisfactory care for children. Most of the staff are qualified and the Pre-school is committed to professional development. The Pre-school meets the required adult: child ratios for two-year-olds and provides a high ratio of adults to work with older children. The environment is warm and welcoming with colourful displays of the children's work, but there are insufficient nappy changing facilities. The Pre-school keeps most of the records, policies and procedures required although some procedures are out of date and the attendance register lacks details.

The Pre-school provides a generally safe and secure environment for children although it does not currently make a risk assessment of the premises. The staff complete all the necessary records relating to accidents and medication but parents are not asked for written consent for emergency medical advice or treatment to be sought. The Pre-school provides fresh drinking water at all times and a variety of

healthy snacks. Staff have a working knowledge of the indicators of child abuse but there is some uncertainty about the local Area Child Protection Procedures.

The Pre-school provides a range of activities that cover all areas of the children's development. The staff generally interact well with the children and offer them praise and encouragement. The Pre-school has a wide range of resources that are used to provide activities in all areas of learning. There is a good range of resources promoting equality of opportunity. The individual needs of children are not always recognised and there are times when staff miss the opportunity to include all children in activities. The supervisor has a clear understanding of issues surrounding Special Needs. The staff use appropriate methods of managing the children's behaviour.

The staff give parents a friendly welcome and respect their wishes regarding the care of their children.

What has improved since the last inspection?

At the last inspection the Pre-school was required to assign children to a key group, to devise procedures to follow in the event of a child being lost or not collected and to draw up operational procedures for outings. It was also required to ensure that sessions lasted for no longer than four hours and to ensure that the complaints procedure contained contact details for the regulator.

The children are now assigned to key groups according to their age and have consistent staff who are responsible for their welfare. Effective procedures have been drawn up to follow in the event of a child becoming lost or not collected. There are also clear procedures to be followed when on outings to ensure the children's safety. Sessions are now under four hours every day to ensure compliance with the terms of the group's registration. The complaints procedure still needs to be updated with the contact details of the regulator. This was discussed at the inspection.

What is being done well?

- The staff generally interact well with the children. They talk and listen to them and ask open ended questions to make them think. They respond to their interests and praise and encourage their play.
- The Pre-school has a wide range of resources. They are used to provide a balanced range of activities that promote learning in all areas. The equipment is sufficiently challenging and meets the needs of all the children.
- The Pre-school ensures that the children have access to drinking water at all times and provides a variety of healthy and nutritious snacks. These often include food prepared by the children themselves and foreign foods to allow the children to experience different flavours.
- The staff use consistent and appropriate strategies for dealing with the children's behaviour. There are clear expectations of the children's behaviour which are shared with the children and parents. The staff value and encourage good behaviour by using frequent praise.

What needs to be improved?

- the attendance register
- the nappy changing arrangements
- the risk assessment
- the written parental consent to seek emergency medical advice or treatment
- the inclusion of all children and the meeting of their individual needs
- the Pre-school's Child Protection statement and the understanding of the Area Child Protection Committee procedures.

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
2	Ensure that the register is kept accurately and reflects the children and adults present at any given time.
4	Ensure that appropriate nappy changing arrangements are in place.
6	Conduct a regular risk assessment on the premises identifying actions to be taken to minimize identified risks.
7	Request written permission from parents for seeking emergency medical advice or treatment.
9	Ensure that all children are included and that their individual needs are met.
13	Develop knowledge and understanding of the local Area Child Protection Committee (ACPC) procedures and ensure that the child protection statement informs parents of the Pre-School's duty to refer concerns to Social Services.

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

How effective is the nursery education?

Grovely Pre-school offers good quality provision which helps children make generally good progress towards the early learning goals.

Teaching is generally good. Staff generally form good relationships with the children. They ask children open questions encouraging thinking. They manage children's behaviour well, giving praise and helping them to learn right from wrong. There is a good range of resources which support children's learning. Staff use the premises effectively to provide a range of activities for the children. The planning does not indicate what children will learn and does not place equal emphasis on all areas of learning. Staff carry out assessments or recording of the children's progress infrequently. As a result they do not consistently set an appropriate level of challenge for all children.

The partnership between staff and parents has significant weaknesses. There is a friendly

relationship between staff and parents with a regular exchange of information about the care of the children. However, parents receive little information about the activities being provided or what their children will be learning. They do not receive regular information about how well their child is progressing towards the early learning goals and many are unaware that records are maintained. Parents are not encouraged to share what they know about their child's development.

The leadership and management are generally good. The staff are aware of their roles and responsibilities and the sessions run smoothly. Both the staff and committee are committed to improvement. The supervisor is carrying out an assessment of the strengths and weaknesses of the pre-school and has sought outside support to help her address the identified weaknesses. The newly elected committee are putting procedures in place to help them manage the pre-school effectively. At present there is no monitoring of the effectiveness of the nursery provision in supporting children's learning.

What is being done well?

- The children behave well, taking turns and sharing fairly. They understand that there are times when they should sit quietly for example at snack and story times. Staff help the children learn right from wrong by praising and encouraging them and having consistent age-appropriate expectations for their behaviour.
- The children are interested in numbers and often talk about them in their play. Some children are beginning to count up to 15 objects competently. Staff frequently encourage children to count in practical activities. They touch the objects as they count which helps develop the children's understanding

and skills.

- Most children speak confidently, taking turns in conversation and speaking in small groups. They enjoy singing and story times, joining in with the words and repeated refrains. Children talk about real and imaginary ideas and make plans together during their play. Staff encourage the children to talk by asking them open questions and becoming involved in their role play.
- Staff help children to begin to know about the culture and beliefs of others. They provide a wide range of books and resources to support children's learning. Staff use stories, art activities, songs and role play to help children understand these ideas easily. They introduce children to the festivals of others and have recently talked about Divali.

What needs to be improved?

- the procedures for assessing children's progress in order to identify the next stage in their learning and set suitable levels of challenge for all children
- the planning to ensure that all areas of learning are given equal emphasis, and to identify what children will learn and how activities will be extended for children who finish quickly or are more able
- the partnership with parents by keeping them regularly informed of their child's progress, the activities that will be provided and what their child will be learning
- the book area to ensure there is a wide range of books for children to select and use.

What has improved since the last inspection?

There has been generally good improvement since the last inspection.

The point for consideration at the last inspection was to ensure that staff questioning of children is sufficiently challenging to extend the children's vocabulary and curiosity.

There is a good level of conversation and interaction between the staff and children. Staff ask children open questions which encourage them to think about what they are doing and how things work. They ask children questions to assess their vocabulary during their play, giving them the correct word if they do not know. However, on occasions they miss opportunities to extend the thinking and learning of some older and more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled at the pre-school. They are motivated to learn and interested in the activities, many showing sustained concentration. The children behave well. They understand that there are times when they should sit quietly. Most children form good relationships with the staff who praise and encourage them. However, staff do not always ensure that all children are included in the activities, or help them to develop confidence. Children have some opportunities to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children speak clearly taking turns in conversation and contributing to group discussion times. They talk about real and imaginary ideas. Children enjoy stories and singing. Staff are skilled at reading to children, helping to develop their love of books. However, the book area is very small and has few books for the children to select. Children are beginning to link sounds to letters. They are developing good hand-eye coordination and some children can form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in number and often count in their play. Staff ask children to count pointing to the objects for them. Some children can count to 15 and some can recognise numerals to 9. Staff rarely ask children to consider groups of objects to compare the number. Staff do not always match tasks to children's ability or understanding. Children use and talk about shapes and some name simple geometric shapes. They have opportunities to create patterns with pegs and in art activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to find out about living things, for example, by growing bulbs. They investigate materials using their senses and find out about how things work. Children use construction toys to make models but have few opportunities to explore techniques for joining other materials. They can use simple tools skilfully. Children use a computer to complete simple programmes. They find out about the culture and beliefs of others through role play, songs and creative activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and in safety. They show an awareness of space and of themselves and others in their play, and at circle times. Children learn to move in a variety of ways, jumping, balancing and hopping. They use wheeled toys frequently but have irregular opportunities to develop skills such as climbing and catching and throwing balls. Many children can manipulate clay and playdough skilfully. They are developing good hand-eye coordination and can use simple tools.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Many children can recognise and name colours. They have opportunities to explore colour mixing and the texture of materials. Children can express their ideas and imaginations through role play. They enjoy singing and join in enthusiastically with the words. They have few opportunities to use and explore sounds made by musical instruments. Some art activities are very structured giving children limited opportunities to express their ideas and to select and use a wide range of resources.

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

- develop procedures for assessing and recording children's progress to enable staff to plan the next stage of their learning and to set a suitable level of challenge for all children
- continue to develop planning to ensure that all areas of learning are given equal emphasis and to identify what children will learn and how activities will be extended for children who finish quickly or are more able
- develop the partnership with parents to ensure they are kept well informed about their children's progress, the activities they will be taking part in and what they will be learning
- develop the book area to ensure that there is a wide range of books for children to select and use.

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.