



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY278803

DfES Number: 513008

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wilby Village Pre School
Setting Address	The Pavilion. The Playing Field Main Road Wilby Northamptonshire NN8 2UE

REGISTERED PROVIDER DETAILS

Name	The Committee of Wilby Village Pre School
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ORGANISATION DETAILS

Name	Wilby Village Pre School
Address	Youth Club Building High Street, Ecton Northampton Northamptonshire NN6 0QA

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

Ecton Village Pre School opened in 1985. This setting is registered to provide care for 20 children. It operates from Wilby Pavilion within the village of Wilby. The pre-school serves the local community and surrounding areas.

There are currently 20 children from 2 to under 5 years on the register. This includes five funded three year olds and nine funded four year olds. Children attend a variety of sessions. Staff are able to support children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term only. Sessions are from 09:15 until 11:45. Four part time staff work with the children. Three have early years qualifications and four are currently on training programmes. The setting receives support from The Early Years Development and Childcare Partnership and the Pre School Learning Alliance.

How good is the Day Care?

Ecton Village Pre School provides satisfactory care for children. The setting offers a warm and welcoming childcare experience where children learn through play. Equipment and resources are appropriate for the ages and individual developmental needs of the children and help to create a stimulating environment. Most policies and procedures are in place to support the safety, care and well being of the children.

Generally steps have been taken to promote safety within the setting and on outings however the premises and the outdoor area are not secure. The premises and equipment are clean. Staff promote good hygiene practice in order to prevent the spread of infection. They encourage the children to learn about personal hygiene through daily routines. Snacks comply with dietary and religious requirements however fresh drinking water is not available to the children at all times.

Staff provide a range of activities which develop children's emotional, physical, social

and intellectual capabilities and allow them to build on their natural curiosity as learners. They enjoy using their imaginations during role play and when making models using construction resources and dough. Children have opportunities to participate in energetic play and quiet times. Relationships within the group are good, staff meet the children's needs through sensitive and appropriate interactions that promote children's self esteem. Behaviour is generally good, staff implement effective behavioural management strategies.

Good relationships have been developed with the parents. They receive a brochure about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parents views are respected and the individual needs of the children are met. Parents report positively about the setting.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The premises are made warm and welcoming to children and their families by a range of posters, displays and evidence of the children's work.
- Staff are friendly and caring building positive relationships with the children supporting their individual needs. They give reassurance, encouragement and appropriate praise. This develops children's confidence and self esteem.
- Staff implement effective behaviour management strategies which are consistent and developmentally appropriate. They help the children learn right from wrong, to work cooperatively together, to share and take turns.

What needs to be improved?

- security, by ensuring that the premises and the outside area are secure and that children are unable to leave them unsupervised
- documentation, by ensuring that, written permission is requested from parents for seeking emergency medical advice or treatment, the complaints and child protection procedures include the name and address of the regulator, and that there is a procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- the availability of fresh drinking water to the children.

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	Make sure that premises and the outside area are secure and that children are unable to leave them unsupervised.
7	Request written permission from parents for seeking emergency medical advice or treatment.
8	Ensure that fresh drinking water is available to children at all times.
12	Ensure that the complaints procedure includes the name and address of the regulator.
13	Ensure that the child protection procedure includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Ecton Village Pre School offers a warm, caring environment where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are continuing to develop their knowledge of the foundation stage. However some are less secure, resulting in inconsistencies in teaching methods. Planning is continuing to be developed, however they do not clearly identify that all aspects of the stepping stones are regularly covered or include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Observations and assessments enable staff to build up their knowledge of how individual children learn but they are not used systematically to plan the children's future learning. Staff build positive relationships with the children and know them well. They question the children to extend their understanding, develop their imaginations and to encourage them to think for themselves. Clear behaviour management strategies are in place. Staff praise and encourage the children developing their confidence and self esteem. Staff have the knowledge to support children with special needs and children who speak English as a second language. Effective use is made of the accommodation and resources to support children's learning.

The leadership and management is generally good. There are clear and appropriate aims for the children's care and education. Staff are clear of their roles and responsibilities, they work well together as a team and attend training to develop their knowledge and skills. Systems to evaluate the setting are continuing to be developed and advice is received from the Early Years Development and Childcare Partnership.

The partnership with parents is generally good. Parents receive information about the curriculum and are able to read the policies and procedures. Staff use informal discussion with parents to share information about the children's progress

What is being done well?

- Staff form very good relationships with the children, who are friendly and happy. They treat the children with respect and their individual needs and decisions are valued. Staff offer reassurance, encouragement and praise developing children's confidence and self esteem. This provides children with a secure basis for taking part in new experiences and helps promote a view of themselves as successful learners.
- Children are developing their speaking and listening skills. They initiate a conversation, share their news and describe what they are doing. Children confidentially describe their ideas during imaginary play on the climbing frame, in the home corner and when making models out of the dough.

- Children regularly use the large play equipment at the local park. They climb, balance on the rope bridge and crawl through the tunnel with increasing control, co-ordination and confidence.

What needs to be improved?

- opportunities for children to develop their mathematical understanding of calculation and problem solving across the range of activities and in daily routines
- regular opportunities for children to use everyday technology and programmable toys to support their learning
- the planning, to ensure that all aspects of the stepping stones are evenly and regularly covered and that sufficient detail is included in the plans to enable staff to make the best use of the activities to promote the learning of all children
- the consistency of teaching methods and the awareness of all staff to know how to tailor the plans to take account of the children's individual needs and to adapt the activities as required
- the methods used to enable staff to share information with parents about children's achievements and progress towards the early learning goals.

What has improved since the last inspection?

Since the last inspection generally good progress has been made in implementing the action plan draw up to address the three issues raised at the last inspection. Staff now monitor and record the children's participation in the activities to ensure that they develop in all areas of their learning. Some progress has been made in developing the planning. Activity planning sheets identify the learning intentions however staff do not always use the information gained from the children's assessments to adapt the activity or identify what individual children are expected to learn. Staff now provide regular opportunities for children to recognise numbers and write their names. They are developing their early writing skills as they draw, chalk and paint. Older children write their name and recognise some written numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in the activities provided and are confident and happy. They are forming good relationships with the staff and their peers and seek out others to share experiences. Older children persevere at activities for a sustained length of time. Behaviour is generally good, children are learning to sit quietly, share, take turns and understand simple rules. Children are developing their self care skills and show an interest in their community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate with growing confidence and are developing their listening skills. They use language to initiate a conversation, explain what they are doing during imaginary play and to recall past events. Children listen at group time and are eager to answer questions. They show an interest in books, enjoy stories, rhymes and sing songs. Children are learning to link letters to sounds. They are developing their early writing skills as they draw and paint. Older children write their name.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and count spontaneously to 10 and beyond. Older children recognise written numbers. However their understanding of calculation and problem solving is less secure and is insufficiently reinforced through either planned or spontaneous activities. Children show an interest in shape making arrangements with construction objects. They make patterns and recreate sequences when they thread the beads. Children use language to describe position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about the world around them. They observe changes in the weather, watch the combine harvester plough the fields and visit the riding stables. Children grow seeds and cress to observe growth and dig for worms. They make models using recycled materials and construction resources. However they have limited opportunities to use information and communication technology and programmable toys to support their learning. Children are developing an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their physical skills. They move with increasing control and coordination, participating in a range of activities to develop skills such as running, peddling cycles and jumping. Children visit the park for more challenging tasks. They have a growing awareness of the space around them and the close proximity of others. Children are developing an awareness of their own personal needs. They confidently handle tools, construction resources and malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore different media and materials. They differentiate colours as they make marks and movements on paper. Older children explore what happens when they mix the colours together. Children enjoy singing and play musical instruments. They enjoy imaginary play, sailing on a boat and observing the sharks in the water, they make dinosaurs and snowmen models out of the dough. Children's senses are stimulated by a variety of tasting, smelling and tactile activities.

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

- ensure that children have opportunities to develop their mathematical understanding of calculation and problem solving during practical activities and everyday routines
- continue to develop the planning to ensure that all aspects of the stepping stones are evenly and regularly covered and that sufficient detail is included on the plans to enable staff to make the best use of the activities to promote the learning of all children
- continue to develop teaching methods and the awareness of all staff to know how to tailor the plans to take account of the children's individual needs and to adapt the activities as required.

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.