



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY216156

DfES Number: 546202

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Therfield Village Pre-School
Setting Address Therfield Village Hall, Church Lane
Therfield
Royston
Hertfordshire
SG8 9QB

REGISTERED PROVIDER DETAILS

Name The Committee of Therfield Village Pre-School 1086252

ORGANISATION DETAILS

Name Therfield Village Pre-School
Address Therfield Village Hall
Church Lane, Therfield
Royston
Hertfordshire
SG8 9QB

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

Therfield Pre-school opened in 2001. The pre-school operates from the village hall in the village of Therfield close to Royston. The group have access to a large hall, toilets, including a disabled toilet; a kitchen and two enclosed outdoor areas. The school serves the local community and surrounding areas.

There are currently 30 children from 2.9 years to 5 years on roll. This includes 9 funded three year olds and 13 funded four year olds. The group has systems in place to support children with special needs and who speak English as an additional language although no children who require this are attending at present.

The pre-school is open four mornings a week, Tuesday to Friday, term time only. The session operates from 9.30 until 12.00. There is an optional lunch club from 12.00 until 13.00 for those who wish to stay. Children attend for a variety of sessions.

There are five members of staff working directly with the children, three of whom are part time. Over half the staff have an early years qualification to NVQ level three and NNEB. One member of staff is currently working towards a recognised early years qualification.

The school receives support from an early years teacher and a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Therfield Pre-school provides a good standard of care for children.

All aspects of the provision are well organised and staff are deployed effectively throughout the setting. Staff have a high regard to the policies and procedures that they implement consistently. The group continually assesses and looks at ways to improve their practise. High priority is given to children's safety both in and out of the pre-school and they have identified some items to be removed from the new outside

area. Most documentation and records are in place to support the effective management of the pre-school and these are stored in a safe and confidential manner.

There are effective key worker systems throughout the setting, these enable staff to establish supportive relationships with children and parents. Staff plan a range of stimulating activities which the children happily take part in. They play confidently, independently and with support. There is a wide range and balance of stimulating and challenging toys and equipment for children to access. The role play areas are changed regularly to provide children with a range of resources to stimulate their imaginations and to support and reinforce other aspects of play and learning. Staff are attentive to the children's needs and support and direct them during activities. Good use is made of the garden and the children have a range of outdoor equipment to choose from. Snacks are varied and nutritious and snack and lunch times are a happy social occasion. Children are well behaved and respond positively to direction from staff.

The pre-school has developed supportive partnerships with parents and carers. They are kept informed of their child's progress both informally and formally during consultation evenings. Parents are actively involved with the committee and take part in fundraising events. Staff are approachable and friendly, this has a positive impact on building feelings of trust and security for parents and children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff's relationship with the children is excellent. The pre-school provides a good range of toys and resources that meet each child's individual needs and promotes their self-esteem. Children are happy and confident and the staff present themselves as positive role models. The children are learning to respect and value those around them and their environment. Children behave well and respond positively to direction from staff.
- Staff are fully involved with the children and are attentive to their needs. Activities are well supported by staff who create a good balance between adult and child led play. Staff interact well with the children and have developed trusting relationships between them. This impacts on the children's security and confidence in the setting.
- The presentation of toys and activities encourage the children to take part and show respect for the equipment. Dressing up clothes are hang on a rack that is easily accessible and attractive to the children. All activities are available for every child to take part and are age appropriate for individual stages of development. Resources are available to reflect positive images that allow the children to extend their learning outside their day-to-day experiences.

- The staff use available space effectively to provide children with interesting and stimulating opportunities to play and express themselves. Activities are age appropriate and children are able to select from the wide range on offer. All storage areas are well labelled to ensure children can select activities and equipment easily and help to tidy up efficiently. Staff set out the resources in an imaginative way to provide interesting and stimulating learning experiences for the children, for example extending the theme about growing, children used tweezers to pick up seeds and the role play area was turned into a garden centre.

What needs to be improved?

- documentation, with regard to recording children and adults times of attendance
- safety, with regard to the dangerous items identified in the back outdoor area.

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 times of attendance for children and adults are recorded.
4	Make sure that all dangerous items in the back garden section are inaccessible before children access this area.

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

How effective is the nursery education?

The provision for nursery education at Therfield Village Pre-school is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the foundation stage and use effective direction for children to encourage them to think for themselves and be self-motivated. There is an excellent range of resources available providing children with exciting, stimulating and challenging opportunities. Children are well behaved and staff have high expectations for good manners and self control. Staff have a calm and caring approach and praise and encourage the children at all times. An excellent assessment system is used to record children's progress through the stepping-stones. Scrapbooks are also used to record individual children's work and photographs of them at work and play, with meaningful descriptions to accompany them. Assessments are used to set future planning and targets for children. Comprehensive plans are in place that cover all areas of the early learning goals. These are evaluated to ensure they meet the educational needs of the children. Valuable teaching strategies are in place, which staff employ, in order to support what each child can learn and discover.

Leadership and management is very good. The pre-school benefits from a strong and enthusiastic committee who are active in supporting a dedicated leader and team of staff. Staff support each other well and work closely together to provide an effective learning environment for children. The pre-school continually monitors and evaluates the effectiveness of their practice.

Partnerships with parents and carers are very good. Parents are welcomed into the group and are provided with information both verbal and written. Parents have access to children's development records and attend consultation evenings. They are encouraged to extend learning at home and play an active role in all aspects of their child's learning.

What is being done well?

- Children's personal, social and emotional development is given high priority which helps children to gain in confidence and fosters feelings of security. Staff display children's work well which helps develop their self-esteem and confidence. Staff interact well with children giving them opportunities to become self-motivated, responsible and independent.
- Use of resources and space is excellent. An stimulating range of equipment, toys and play materials are in place to promote learning and challenge the children in all areas. The use of the outside area is excellent. Staff plan the activities to fit into the available space and children enjoy the time spent outside.

- Children are confident speakers and listeners. Staff develop children's confidence to speak as part of a group as they split into small groups for sharing time. Children are able to talk about personal experiences and share things with the group. Opportunity is given for children to ask questions, and interaction at this time is excellent as they develop good conversational skills with adults and peers.
- Children use their mathematical knowledge confidently in everyday situations, as they count and recognise numbers and shapes. Children confidently use numbers in play as they select numbers to make a phone call, count money in the play shop and items in the basket. Staff support children in activities allowing them opportunities to develop and discover mathematical knowledge for themselves. They confidently use their knowledge of calculation weighing, measuring and capacity.
- Children's curiosity is well developed as they grow seeds and discover change. Skilful use of resources by staff extend the growing and garden topic into different areas of play. Children's understanding is reinforced with discussion, imaginative play, creative play and constructive play.

What needs to be improved?

- access to creative materials on a daily basis for children to create spontaneously using their own imaginations.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with others in the group. They make independent choices and work confidently seeking support when needed. Their concentration levels are high as they become absorbed in activities. They share resources and behaviour is good. Children respond well to direction, and play co-operatively together. They are secure and confident, staff reinforce this with constant praise and encouragement. Children are encouraged to have respect for their environment and help tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening skills are well developed as they concentrate and join in with discussions at sharing time. During role play children use well developed conversation skills and imitate adults in familiar situations i.e. when using the phone and buying items in the shop using a credit card. Children can recognise familiar words and link sounds to letters. Their writing and early reading skills are well fostered by staff who provide tools to write and make marks and use labels and books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a growing concept for counting and number recognition. Most can count to ten and beyond and use numbers in play i.e. counting money and using the phone. They have a growing awareness of calculation through structured and everyday activities and can compare sizes, amounts and shapes. Staff introduce children to a wide range of mathematical language in activities i.e. small, large, heavy, light. Children readily use their knowledge when constructing and building.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity is developed through a range of activities. They grow plants and seeds and learn about change through the weather and changing seasons. Activities are extended into different areas of learning and this reinforces children's curiosity and knowledge. Children access the computer independently and use a variety of programs. They construct with purpose in mind using a range of tools and techniques. Staff develop children's understanding of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump, balance and peddle. They negotiate available space when using the indoor and outdoor areas. Children's dexterity is developed well. They have good hand and eye co-ordination and successfully thread cards, complete jigsaws and manipulate one handed tools i.e. tweezers when picking up seeds. Children discuss eating fruit to keep healthy and understand the reasons to wear a sunhat.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are creative using a range of colours, textures and techniques. However, there is limited opportunity to create freely using own imaginations. Staff and children use resources for role play in an imaginative way as they create a garden centre expanding the theme of growing things. Children 'dig' and 'shop' using first hand experiences i.e. shopping with a credit card. Staff support this well. Children enjoy singing and moving to music. Children's work is well displayed around the room.

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: Providing children with ample opportunity to create spontaneously using their own imaginations and working at their own pace.

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.