



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY242863

DfES Number: 512953

### INSPECTION DETAILS

Inspection Date 25/06/2004  
Inspector Name Judith, Mary Butler

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Village Pre-Schools The  
Setting Address Tylers Green methodist Church  
Coppice Farm Road  
Tylers Green, Penn  
Buckinghamshire  
HP10 8AN

### REGISTERED PROVIDER DETAILS

Name The Committee of Village Pre-Schools 1098879

### ORGANISATION DETAILS

Name Village Pre-Schools  
Address Sennen  
Hawthorne Road  
High Wycombe  
Buckinghamshire  
HP13 7ET

## 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

The Village Pre-School, part of The Village Pre-Schools, first opened over 40 years ago. The pre-school operates from the Tylers Green Methodist Church. They have access to a large hall, smaller room, entrance hall, kitchen and cloakroom areas within the building. The pre-school serves the local area.

There are currently 29 children aged from 2 to 5 years on roll. This includes 17 three-year-olds who receive nursery education funding. Children with special educational needs and those who speak English as an additional language are supported within the setting.

The pre-school opens for five mornings a week during school term times. Sessions run from 09:15 until 12:00. Children attend for a variety of sessions.

There are currently five staff members employed to work directly with the children. Over half of the staff hold relevant early years qualifications to at least level 2. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Village Pre-School offers satisfactory care for children. Staff provide a warm and welcoming environment for children and parents; children are happy and settled. Staff make effective use of the available space. There is not always sufficient staff to provide appropriate support and meet the needs of the individual children.

Staff provide a safe and secure environment for children. Annual risk assessments are in place and staff complete and record daily safety checks. Accurate records are kept of the hours and days children attend. All visitors have to ring the bell to gain entry and are marked in the register. Accidents are recorded and parents sign and receive a copy of the report. No medication forms are in place should a parent request that staff administer medication to their child. Children are becoming aware of good hygiene practices and staff act as good role models. Individual children's

dietary needs and parental wishes are recorded and adhered to at all times. Staff have attended child protection training and are aware of the procedure to follow should they have concerns regarding a child in their care.

Staff provide children with a range of toys, resources and activities within the sessions they attend. Children with special educational needs receive a high level of support. Established rules and boundaries are in place. The strategies used for behaviour management are not always appropriate. Children are developing their co-operation skills and many are able to share the toys and resources.

Parents and staff verbally exchange information at the beginning and end of the day. Annual parents evenings are held and parents may request to see their child's developmental records at any time. A prospectus informs parents of many of the policies and procedures in place, educational programme and routines of the pre-school. Further information is displayed within the entrance hall to the group.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff ensure the premises are safe and secure; they undertake and record daily safety checks. Accurate records are held of the days and hours that children attend and staff and visitors are recorded in the registration systems.
- Staff make effective use of the available space within the building. They set up the room prior to children and parents arriving; the atmosphere is warm and welcoming. Parents and children are greeted by a staff member at the entrance to the setting.
- An identified Special Educational Needs Co-ordinator is in place. She has attended relevant training and support sessions. Children with special educational needs are offered a high level of support within the setting; staff work closely with the parents and outside agencies involved with the child.

#### **What needs to be improved?**

- organisation, to ensure there are sufficient staff working with the children in all areas of the pre-school to provide appropriate support and meet individual children's needs
- medication records to ensure that forms are in place should a parent request that medication be administered to their child
- behaviour management, to ensure that the strategies used are age and stage appropriate and do not humiliate or embarrass 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
2	Ensure sufficient staff cover is available to provide appropriate support and meet individual children's needs.
7	Develop a medication form to be used in the event that parents request that medication be administered to their child.
11	Ensure all staff use age and stage appropriate behaviour management strategies that do not humiliate or embarrass the children.

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

### **How effective is the nursery education?**

The Village Pre-School provides good quality nursery education overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good with some weaknesses. Staff have a sound awareness of the stepping stones, however, planned activities are not always appropriate for the younger children attending. Planning is in place. Daily activity sheets identify the required resources, staff deployment, group size, extension activities and the expected learning outcomes. Staff make daily observations on children's progress and these are transferred to the child's development records by the key worker. Staff offer children with special educational needs a high level of support. Staff make effective use of the available space within the setting; children participate in the planned activities with enthusiasm and enjoyment. There are limited opportunities for children to freely express themselves through art and craft activities. Most children are able to show co-operation with their peers and share the toys and resources.

Leadership and management are generally good. Staff are aware of their individual roles and responsibilities within the setting. Staff meetings are held and these are used to discuss staff training issues, planning and individual children's progress. There is no appraisal system in place for staff to identify their individual strengths, weaknesses and training needs.

Partnership with parents is generally good. Parents receive information regarding the routines, educational programme and policies and procedures through the prospectus. Further information is available to parents in the entrance hall. Staff and parents verbally exchange information at the beginning and end of each session. Annual parents evenings are held, but parents are not invited to contribute in writing to their child's developmental records.

### **What is being done well?**

- Most children are able to leave their main carer confidently; staff are aware of the children who require support in doing this. Children enter the pre-school and are able to select the toys and resources they wish to use.
- Most children are able to recognise their names. Many children are able to communicate their thoughts and feelings to their peers and adults in small and large group situations.
- Children move confidently around all areas of the pre-school and are able to negotiate both fixed and moving objects. Staff provide children with a range of activities to develop their large body movements.

### **What needs to be improved?**

- planning to ensure that children are offered age and stage appropriate activities and opportunities that allow them to freely express themselves
- technology, to ensure that children have opportunities to access information and communication technology
- appraisal system, to ensure that staff have an opportunity to identify their strengths and weaknesses formally and the records are used to identify future training needs
- parental involvement, to ensure all children's records are shared with parents and their comments invited with regard to their child's progress within the pre-school.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are able to leave their main carer confidently. Children enter the pre-school and are able to select the toys and resources they wish to use from the range set up each day. Opportunities are missed to further develop their independence skills, for example at snack time. Children are developing their concentration skills and many are able to communicate their thoughts and feelings to their peers and adults in both small and large group situations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are able to recognise their names. Some children are able to write recognisable letters, but there are missed opportunities for children to mark make and practise their emergent writing within the daily routines. They are developing their confidence and many interact well with their peers and adults. Children enjoy books and stories both on a one to one basis and in small groups. Some are beginning to recognise that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count up to five; older more able children count beyond this and are beginning to recognise numerals. Children use mathematical language in their everyday play. Staff make effective use of resources to encourage the children to count, for example '10 in the Bed'. Children are gaining confidence in their ability to match, sort and compare through the range of activities provided. The planned activities are not always appropriate for the younger children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide children with the resources to construct and build within their everyday routines and they are developing their confidence through the use of these resources. Most children are able to recount experiences that have happened in their personal lives and are beginning to be aware of other cultures and traditions. Children do not have opportunities to access a range of technology within the pre-school.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move with confidence around the pre-school building and are able to negotiate both fixed and moving objects. They show an awareness of personal hygiene and staff act as good role models. Staff make effective use of the available space to ensure children have opportunities to develop their gross motor skills. Children show confidence in their ability to climb over, under and through. Opportunities are missed for children to access a range of tools to further develop their skills.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy songs and singing in both small and large groups situations. Some children have the confidence to stand up and sing to all of the children and adults. Children are able to express themselves freely through role play. Planned art and craft activities are often adult led and do not always allow the children the opportunity to express themselves freely through the media provided. Children respond enthusiastically to new experiences.

**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 planning identifies age and stage appropriate activities and opportunities for children to freely express themselves through art and craft activities
- provide children with access to a range of information and communication technology
- introduce an appraisal system to identify staff's individual strengths, weaknesses and training needs
- provide parents with the opportunity to formally record their comments regarding their children's progress.

*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.*