



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119986

DfES Number: 521367

INSPECTION DETAILS

Inspection Date 12/03/2004
Inspector Name Jacqui Lloyd

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chiddingfold Village Nursery School
Setting Address Chiddingfold Village Hall
Coxcombe lane
Chiddingfold, Godalming
Surrey
GU8 4ZA

REGISTERED PROVIDER DETAILS

Name The Committee of Chiddingfold Village Nursery School 1029419

ORGANISATION DETAILS

Name Chiddingfold Village Nursery School
Address Chiddingfold Village Hall
Coxcombe Lane, Chiddingfold
Godalming
Surrey
GU8 4QF

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

Chiddingfold Village Nursery School caters for children aged 2 - 5 years of age from the village of Chiddingfold and the surrounding area. It is run by a parent committee.

Registration is for a total of 39 children who are accommodated in two rooms at the Chiddingfold Village Hall. Children also have access to an outdoor play area.

Sessions are organised for different age categories - each linked to the developmental needs of the group.

The group is in receipt of funding to provide nursery education and also receives support from the Surrey Early Years and Childcare Service.

Many of the staff hold recognised childcare qualifications and several staff members are attending training. The setting supports a number of children with special needs.

How good is the Day Care?

Chiddingfold Village Nursery School provides good quality care for children.

The staff work well together as a team and show genuine enthusiasm for their roles. Staff demonstrate an admirable commitment to training and personal development. They have attended many workshops and completed in-house training which is apparent in their knowledge of the National Standards.

Staff present themselves as good role models and have established close and caring relationships with the children. Despite operating in shared premises and having to set up and pack away each session, the staff succeed in providing a welcoming and stimulating environment for the children.

Children enjoy playing with the plentiful range of toys and equipment stored at low level, making them easily accessible to the children.

Staff are extremely vigilant about health and safety, a daily risk assessment of the

premises is carried out. Staff also encourage the children to be mindful about their surroundings and potential dangers. Staff supervise children extremely well, however the outdoor play area is not totally secure.

Documentation is well organised and policies are effectively implemented by staff, however there is no formal procedure for recording medication.

The group successfully promote equality of opportunity, various resources and activities are used to celebrate different cultures and religions and raise children's awareness.

Children with special educational needs are well supported by staff, who have sought further training and advice to ensure they can fully promote the children's welfare and development. Children are very confident in the setting, they are clear about the expectations regarding behaviour and are encouraged to value such boundaries.

There is an excellent partnership with parents, information regarding the children's progress and achievements are shared on a regular basis.

What has improved since the last inspection?

not applicable

What is being done well?

- The staff work very well together, they have clearly defined roles and are all very aware of their responsibilities. A great deal of consideration has been given to the National Standards and the staff have successfully interpreted them and used them to good effect in the group.
- The premises are very well maintained. The main hall is bright and welcoming; children's work has been attractively displayed around the room.
- Staff promote equality of opportunity skilfully. They have established links with a family in Kenya and used this connection to raise the children's awareness of differing cultures and lifestyles in a very positive way.
- Children with special needs are very well supported within the group. Staff have attended MAKATON (signing vocabulary) training and work closely with other professionals to ensure they can fully meet the needs of all children attending.
- Staff have an organised and professional approach towards all aspects of documentation. Detailed and comprehensive policies and procedures are in place and truly reflect the standard of care. Additional documents devised by staff such as the 'About Me' form help staff to obtain further information about the children which help them to fully respect and understand the children's backgrounds, abilities and needs.

What needs to be improved?

- safety and security of the outdoor play area
- procedures for recording medication.

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
6	Ensure the boundaries of the outdoor play area are secure.
7	Keep a written record, signed by parents, of medicines given to children.

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

How effective is the nursery education?

The educational provision at Chiddingfold Village Nursery School is acceptable and of good quality. Children are making very good progress in knowledge and understanding of the world, physical development and creative development. They are making generally good progress in personal, social and emotional development, communication, language and literacy and mathematics.

Teaching standards are generally good. Staff are firm but good humoured in their approach to behaviour management and the children respond to them well. Staff work together well to create an attractive environment for the children. Support for children with special needs is very good. Staff work well with parents and appropriate outside agencies. Assessment, teaching methods and planning are generally good. Staff are most successful in their work in the sessions for mixed age groups where all children benefit from purposeful play activities. Some tasks in pre-school sessions are good but some do not match the needs of the younger members of the group.

Leadership and management are generally good. All documents and records are maintained in impeccable order. All members of staff are encouraged to attend training and their new ideas are put into practice in the nursery. Planning is carefully monitored to ensure that all areas of learning are covered. A good range of activities is offered but the supervisors have not identified that some tasks offered in pre-school sessions are not suitable for the younger children. All members of the staff team are committed to the continuing development of the setting and what it provides for the children.

A strong partnership has been established with parents and carers. Good quality information is provided about the topics to be covered each term. Parents are kept well informed about children's progress. Parents are warmly invited to share their skills in the nursery.

What is being done well?

- The development of children's independence. Children learn to change their own clothes for sports activities and they are encouraged to make choices and decisions in play.
- Children become immersed in well planned role play in most sessions. They play alone and cooperatively in the shop or the den and freely express their thoughts, feelings and ideas.
- Children have exceptionally good opportunities to learn about plants and animals in the local area and in the nursery. They are fascinated by such activities as stroking and observing a baby lamb being bottle fed at circle time.

- Very good use is made of indoor and outdoor space for games, play with wheeled toys and music and movement activities. The children are gaining good control over their limbs.
- Children are actively encouraged to explore a good range of materials and media and their own work is respected and attractively displayed.

What needs to be improved?

- An aspect of personal, social and emotional development in relation to nurturing children's self-esteem.
- Teaching methods for the development of pre-writing skills, counting and number recognition skills for younger children in pre-school sessions.

What has improved since the last inspection?

Three points for consideration were noted at the last inspection. Staff were asked to develop aspects of the programme for communication, language and literacy to include more practical activities to be integrated with the letter sound of the week and with writing activities. Staff were also asked to identify and adapt those activities that needed to be made simpler for some children and to monitor new systems of assessment.

Staff have made generally good progress overall in relation to these points. Systems of assessment are monitored appropriately. The initial letters of children's names are discussed and identified. Interesting displays are made of items that are related to the two chosen letters of the week. However, the weekly pre-school session still includes some tasks that are not entirely appropriate for all children and this point will be carried forward following this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are content to leave their parents and they eagerly enter the attractive environment prepared for them. They listen well at story time and circle time. Children get along well together and enjoy affectionate relationships with the staff. Their independence is fostered very well. They are learning to consider the needs and feelings of others through their multi-cultural activities and learning Makaton. A few tasks are difficult for some children which may erode their self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn new words and their meanings. They enjoy using a good range of books and they handle them well. They know that print has meaning and goes from left to right in English. They listen to stories with rapt attention. Excellent role play activities enable children to organise their play and freely express their feelings. Letters and sounds are systematically introduced and mark making materials are available. Writing activities are not always suitable for the younger children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Daily routines, games and activities involve children in worthwhile number recognition and counting work especially in the mixed age group sessions. Some children can already recognise numbers up to 10 and beyond. Children gain an understanding of addition and subtraction in enjoyable games and action rhymes. Problem solving activities are included in the programme. A few tasks in the pre-school session do not match the needs of the younger members of the group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in a rich programme of activities that helps them to understand about the lives and the needs of animals and plants. They learn about the local area and the work of adults through outings and from parents and other visitors. Children make good use of information and communication technology to support their learning. They learn about the passage of time through talking about the seasons and watching plants and seeds grow. They explore materials and interesting objects.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the hall and outdoor play area with confidence. They pedal wheeled toys fast and steer with care to avoid collisions. Children show a good sense of space and obstacles in music and movement activities. They climb and balance well on a large climbing frame indoors. They make good use of small equipment to develop their throwing and catching skills. Worthwhile activities such as construction play promote the development of good manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Displayed work, filed examples of work and observed activities show that children frequently explore and experiment with a good range of materials and media. They sing songs and say rhymes from memory. They explore the sounds they can make with musical instruments and accompany their movement activities. The range of materials used in topic work and art and craft activities appeals to all of their senses.

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

- In the once weekly sessions for pre-school children place greater emphasis on teaching pre-writing skills, number recognition and counting skills in purposeful play situations matched to the age and stage of development of the children.

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.