



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101767

DfES Number: 518442

INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bright Horizons Pre-School & Playgroup
Setting Address	Westbury-on-Severn C of E School Westbury-on-Severn Gloucestershire GL14 1PA

REGISTERED PROVIDER DETAILS

Name	The Committee of Bright Horizons (Westbury-on-Severn C of E School)
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ORGANISATION DETAILS

Name	Bright Horizons (Westbury-on-Severn C of E School)
Address	Westbury-on-Severn C of E School Westbury-on-Severn Gloucestershire GL14 1PA

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

Bright Horizons Playgroup opened in the 1960's. It operates from the school hall in Westbury-on-Severn Church of England School. The school is situated in the middle of the town. The group serves the surrounding towns and villages.

There are currently twenty-six children on roll aged from two to four years. This includes four funded three-year-olds and six funded four-year-olds. The setting can support children with special needs. There are no children attending who speak English as an additional language.

The group opens five days a week during school term times. Sessions on Tuesday to Friday from 09:00 until 11:30 and Monday afternoon from 12:00 until 15:00 and Tuesday afternoon from 12:30 until 15:00.

Three part-time members of staff work with the children. All have early years qualifications to NVQ level 3. The setting receives support from a Foundation Stage Consultant from the Local Education Authority.

How good is the Day Care?

Bright Horizons Pre-School and Playgroup provides satisfactory care for children.

Staff are all qualified to NVQ level 3. They care for children in premises which are clean, well maintained and bright. However, on occasion the organisation of staff, accommodation and resources are poor. Children have access to a range of toys and resources which are suitable for the ages of the children attending. Toys are good quality and are well maintained.

Safety at the group is limited. Premises are not secure, nor is there any way of staff being alert to doors opening. A fire drill has not been carried out in the new premises. Staff promote good hygiene and children are aware of this through the daily routine. Children are offered a balanced and healthy choice of snack. Staff, although aware of children's individual needs, do not always meet them. Clear

procedures are in place for the protection of children.

Children have access to a range of interesting activities. They have good relationships with each other and with staff. Children are settled and confident. Children's behaviour is generally good. However, when behaviour becomes challenging this isn't always dealt with consistently by staff.

Partnership with parents is poor. Parents are concerned at the lack of communication with staff. Some parents feel that staff are unapproachable. Information about children's progress is rarely shared.

What has improved since the last inspection?

At the last inspection the group were asked to conduct a risk assessment on the premises identifying action to be taken to minimise risks. A risk assessment has been put in place and this was re-visited recently when the group moved into two new buildings.

What is being done well?

- All staff are qualified to NVQ level 3
- Children are settled and confident. They have good relationships with each other and with staff.
- Children are aware of good hygiene procedures through the daily routine.

What needs to be improved?

- organisation of staff, resources and accommodation
- the procedures to ensure that staff consistently apply the behaviour management policy
- the procedures to ensure that safety at the group is prioritised
- the support given by staff to children identified, or admitted to the group, with special needs
- communication and partnership between staff and parents.

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
10	ensure staff support and take appropriate action when a child with special needs is identified or admitted to the group.
2	improve organisation of staff deployment, resources and accomodation
6	make sure that premises are secure and that children are unable to leave them unsupervised
11	ensure that staff consistently apply behaviour management policy

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

How effective is the nursery education?

Bright Horizons Pre-School and Playgroup, Westbury-on-Severn and Walmore Hill offers acceptable provision. Children's progress towards the early learning goals is limited by some significant weaknesses.

Teaching overall has significant weaknesses. The play leader at Westbury lacks training and knowledge of the Foundation Stage and early learning goals. Interesting activities are planned for the children. The outcome of activities is not clear to staff or children. Many opportunities to consolidate and extend the children's learning are missed. Plans for each site are prepared separately, leading to a disjointed system. Use of observation and assessment is weak and is not used to help children move on to the next stage in their learning. This prevents children making progress in some areas. Some children are not sufficiently supported and stimulated, this sometimes leads to challenging behaviour, which is not always dealt with consistently.

At Walmore Hill, the teaching is enthusiastic. Plans and assessments are in their infancy, but are developing well. Behaviour is good, and children are involved in their play.

Leadership and management have significant weaknesses. There is a lack of commitment to staff training and professional development from some staff and committee. There is little monitoring of provision, for example identifying the group's strengths and weaknesses. Children's progress towards the early learning goals is not systematically evaluated at Westbury.

Partnership with parents overall is poor. Relationships between staff and parents are friendly but have not moved on to a working partnership. Parents have limited opportunities to be involved in their child's learning. Little attention is paid to parent's comments about how their child learns. Parents are given limited information about the Foundation Stage and early learning goals.

Parents at Walmore Hill receive regular information about themes and activities covered.

What is being done well?

- Children form good relationships with each other and with staff. They are confident and settled.
- Children are developing concentration and perseverance skills.
- Children listen well at story time.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage, early learning goals and stepping stones and how to use these to plan for children's progress, with particular regard to communication, language and literacy, mathematical development and creative development
- staff's professional development and monitoring all aspects of the provision
- improve partnerships with parents to include better communication about children's progress and information on the Foundation Stage
- improve sharing of information, encouraging parents to become involved in their child's learning and providing information on the Foundation stage and how it works in a playgroup situation.

What has improved since the last inspection?

Improvement since the last inspection has been poor.

Key issues from the last inspection were:

KI - in teaching explain tasks clearly and question children effectively to help to maintain their interest throughout planned activities.

In many activities children and staff are not clear about what they are doing or why. Many activities lack challenge for the older/more able children. Teaching is significantly weak and remains a key issue following this inspection.

KI - extend the current planning for mathematics to provide further opportunities for children to recognise and recreate mathematical patterns and to ensure that any worksheets are used with the support of suitable practical objects.

Staff do not integrate maths into the daily routine. More able children have few chances to extend and develop their understanding of number operations and solving problems in a practical way. Worksheets used are still too difficult for some children. The area of maths has significant weaknesses and remains a key issue following this inspection.

KI - provide suitable resources so that children can incorporate their early writing skills into their play to enable them to communicate meaning. Children have limited opportunities to practice writing skills in meaningful activities. For example in the role play area resources were very limited and un-inspiring. Children are given few opportunities to observe staff writing for different purposes. The area of communication, language and literacy has significant weaknesses and remains a key issue following this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with each other and staff, for example four-year-old who brought photos in to show staff. Children are confident and settled within the group. They are developing concentration and perseverance skills, for example three-year-old playing with the crane and magnets for some time. However, children's independence skills are not being developed, for example in the preparation of snack.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children have few opportunities to explore sound and rhythm in words, despite recognising some letter sounds. Limited resources are available for children to practice writing skills in meaningful activities, and for different purposes, such as in the role play area. Although children listen well to stories, an interest and love of books is not being developed. The book area is poor and uninteresting. Some children can write their own names, but this is not routinely encouraged.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Mathematical language is not well integrated into the daily routine. Children's understanding of numbers through practical activities is lacking, for example counting chairs or cups at snack time. Children are not encouraged to solve simple practical problems. They have few chances to match, sort and explore two and three dimensional shapes. Most children confidently say and use numbers to ten. However, this is not developed further by staff for the more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have too few chances to freely select and construct with a variety of resources or to experiment with a variety of craft/collage materials. Children have insufficient access to simple equipment, IT and programmable toys. Children confidently talk about past experiences and are developing an awareness of change, for example the life cycle of a frog. Children have opportunities to explore natural materials, but more able children's knowledge and understanding is not developed further.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children confidently and safely move on outdoor equipment. They steer well and avoid collision. However, physical play does not develop children's skills further. Children talk freely about health issues, for example four-year-old talking about having needles in her arm. However, this is not always extended and developed by staff to improve children's understanding. Children competently use a variety of small and large equipment such as pencils, glue stick and scissors.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children have few opportunities to explore and experience resources using their senses. They have little opportunity to enjoy music and musical instruments. Children have limited access to self-select resources to be spontaneously creative. Many craft activities are adult-led and have the expectation of an end product. Children are beginning to use imaginative play to explore situations using their own experiences.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's knowledge and understanding of the Foundation Stage, early learning goals and stepping stones and how to use these to plan for children's progress, with particular regard to communication, language and literacy, mathematical and creative development.
- provide opportunities to encourage staff's professional development and monitoring all aspects of the provision.
- improve partnership with parents, including communication about children's progress and sharing of information.
- encourage parents to become involved in their child's learning and providing information on the Foundation stage and how it works in a playgroup situation.

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.