



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 109431

INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Susan McCourt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Groombridge Pre-School
Setting Address	King Edward VII Memorial Hall Station Road Groombridge East Sussex TN3 9QY

REGISTERED PROVIDER DETAILS

Name	The Committee of Groombridge Pre-School 1027624
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ORGANISATION DETAILS

Name	Groombridge Pre-School
Address	King Edward VII Memorial Hall Station Road, Groombridge Tunbridge Wells Kent TN3 9QY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Groombridge Pre-school is run by a committee and is a registered charity. It was first registered in 1967 and currently operates from a hall in a large new community centre in the rural village of Groombridge. It is open during term-time from 9:00 until 12:00, Monday to Friday. In the spring and summer terms the group closes at 11:50 on Wednesday and Friday and runs sessions for rising-fives only from 12:30 to 15:00. Children can attend for a maximum of five sessions per week.

Children attend from age two and a half until they start school. The group receives nursery education funding and is open to children with special needs and those with English as an additional language.

There is a pool of seven staff, of whom four have relevant childcare qualifications and a further two are in training. The group receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Groombridge Pre-school provides good quality care for children. The majority of staff are qualified or training and staff ratios are high. The hall is well laid out with a variety of interesting activities although the walls are plain and do not enhance the learning environment. The garden has recently been developed and provides an excellent learning environment for children. The group is well-organised and maintains its records, policies and procedures correctly.

Staff are vigilant about safety and aware of their responsibilities. Hygiene standards are good and children get a healthy snack and a drink half way through the session. More drinks are available in hot weather. Staff know the children well and are committed to meeting their individual needs. Systems such as the visual timetable and use of Makaton are in place which enhance the learning of all children and especially those with special needs. Staff are aware of their responsibilities in child protection and know that the welfare of the child is paramount.

Staff have created a good routine which includes free play, outdoor play and specialist activities such as yoga and music. Children go on local outings to the shops as well as having visits from the dentist and police. Staff are adept at using the play equipment to create interesting and enjoyable activities for the children while using their excellent teaching skills to maximise children's learning. Children

are independent and play very well together. They learn about the wider world in meaningful activities involving people and events from the local community. Staff have good insight into the children's stages of development and their positive interaction ensures that children are well behaved.

Parents can take an active role in the management of the group by joining the committee. All policies and procedures are available to parents and there is a regular newsletter with information about the curriculum, activities and fundraising events.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff ensure that children can be independent in the group as much as possible. There is a portable sink, equipment trolleys that children can use at any time, and staff encourage children to tidy up and pour their own drinks. Children also have an attractive bag or box which they bring to pre-school containing any treasures or objects for the interest table. Children put their work in the boxes to take home again. These boxes are clearly highly valued by children, providing a link between home and pre-school and helping them to feel secure and confident.
- Staff are very skilled and are confident with the Foundation Stage. The choice of activities available is interesting and varied, and children are busy and concentrate well. Staff value what the children have to say and take careful note of their achievements and progress. The curriculum is covered and learning maximised while ensuring that children are playing well and enjoying their time at pre-school.
- The outdoor area has recently been developed as a learning environment. There are bags containing activities hanging on the wall, a roadway painted on the ground and interesting objects hang from the porch to catch the wind. Flowers, herbs and shrubs make the garden look and smell attractive as well as providing other learning opportunities.
- Members of the community come in on a weekly basis to do specialist activities with the children. These include yoga, music and movement and piano, and provide extra interest to the curriculum.

What needs to be improved?

- the use of displays.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
4	develop the display of children's work in the main hall to enhance the learning environment.

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.