



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 304984

DfES Number: 515985

INSPECTION DETAILS

Inspection Date 26/06/2003
Inspector Name David Corcoran

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bollinbrook Pre School
Setting Address Bollinbrook C P School
Abbey Road
Macclesfield
SK10 3AT

REGISTERED PROVIDER DETAILS

Name . Bollinbrook Pre School Committ

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

Bollinbrook Pre School opened in 1989 and is situated in a mobile classroom within the grounds of Bollinbrook (CE) Aided Primary School in the town of Macclesfield. It is open 35 weeks of the year and is registered to care for 16 children aged from the term in which they reach three years to school age. At present there are 47 children on roll of whom there are 28 three and four year old's in receipt of funding. There is currently one child with special needs and none with English as an additional language. There are four members of staff of whom two hold relevant qualification and one member is working towards completing NVQ level two. The fourth member of staff is hopefully starting an appropriate course in September 2003.

How good is the Day Care?

Bollinbrook Pre School provides good quality care for children aged from two to five years.

Staff give high priority to ensuring children are safe both inside the premises and when outside. They effectively promote an awareness of health and safety amongst the children through play activities and discussion, and amongst parents through displays, newsletters and leaflets. Practice conforms to all written policies and procedures.

Consistency of care is supported by an excellent operational plan, effective staff induction, supervision, staff planning meetings and training opportunities.

The quality of care for children is very good. Activities are planned to promote learning and progress in all areas of development. Children are given opportunities to be creative and imaginative. Their understanding of language, maths, science and the natural world is encouraged through exciting topics and themes. Children are given choices and are encouraged to be confident and independent - activities develop their curiosity, promote interest and an eagerness to explore and find things out for themselves. They are encouraged to play and learn together, and show care and consideration for others. Play resources help them understand the world they

live in.

There are good relationships with parents, who are kept informed of their child's progress, and encouraged to develop close links with the Pre School in a partnership of care. Their knowledge and opinions are valued and their children's individual needs are discussed and supported.

Appropriate records are in place which, on occasion, lack the necessary detail.

What has improved since the last inspection?

The committee has now identified a nominated person (Mrs Amanda Hughes) for contact purposes with Ofsted.

What is being done well?

- There is an good range of activities which are well planned and achieve all learning goals.
- Children are encouraged to develop confidence, independence and self-esteem; respect for others is promoted through group activities and team work.
- There is a strong emphasis on equality of opportunity, and additional support for children who have special needs.
- Comprehensive and well-written policies and procedures are understood by all staff and put into practice to ensure that children are safe, healthy and well cared for; observation, assessment and planning for the future help children achieve their potential.

An aspect of outstanding practice:

The excellent planned activity observed on the day of the inspection (Spiders theme) incorporated an impressive range of experiences and achieved all its objectives with great success; all children participated with enthusiasm, interest and excitement.

What needs to be improved?

- the documentation, to ensure that risk assessments are dated, reference to bullying is included in the behaviour management statement, and procedures for allegations against members of staff is clarified

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
14	ensure that risk assessments are dated (Standards 6 and 14)
14	include in the Behaviour Management statement procedures regarding bullying (Standards 11 and 14)
14	ensure that written Child Protection procedures state that any information regarding allegations against members of staff is shared with Ofsted (Standards 13 and 14)

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

How effective is the nursery education?

Children make very good progress towards the early learning goals in all areas.

Children are keen, interested, eager and excited to learn, fostered through the staff's enthusiastic approach.

Children are confident, sociable and have high self esteem. They are fluent speakers and are developing early reading and writing skills.

Children discuss, observe and explore with a wide range of objects and tools, they show an interest in number, shape, size, measure, and enjoy using a variety of large and small apparatus, and have well developed imaginative skills.

Staff have created a warm, nurturing, stimulating environment in which learning can be promoted, this has a positive effect on children's attainment and progress.

The teaching is very good, the staff's good role modelling enhances children's courteous behaviour and the consistent use of praise and encouragement helps to develop children's self esteem and self confidence.

Staff support, encourage and challenge children's thinking and learning well, by using skilful questioning techniques.

Staff clearly value children, they demonstrate very good knowledge of children's individual needs and meet these successfully.

Thorough detailed play plans are in place, staff demonstrate a clear understanding of the early learning goals and foundation stage of learning, they are highly professional in their approach to teaching. They provide a good balance between activities directed by adults and those initiated by the children themselves.

The leadership and management is very good, the manager and staff are committed to the improving care and education for all children attending the playgroup. There is strong team work and staff are clear about their roles and responsibilities.

The staff effectively monitor and evaluate the care and education provided. Strong leadership supports the very good learning environment and ensures high standards are maintained throughout the setting.

What is being done well?

- Children are confident, well motivated and have a positive disposition to learning, supported by enthusiastic committed staff. They make very good progress in all six areas of learning.

- Children have a strong exploratory impulse as they take part in activities developing their senses, through planned topics about the natural world and different cultures.
- Strong leadership and support, staff work well as a team to provide a well planned varied and interesting range of activities in order to promote children's learning.
- Children are confident clear fluent speakers, they listen well taking account of each others views. They show a great love and interest in books, handling them with care and respect.
- Children's behaviour is good. They are kind and considerate and treat each other, living things and the environment with respect.

What needs to be improved?

- Further develop planning meetings to allow staff to take more initiative.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Play plans now relate closely to the early learning goals, weekly plans contain good detail and include learning objectives, additional information for all activities is also provided.

Staff observe and monitor children's participation in the full range of activities provided and play plans ensure that children experience a balanced curriculum.

Children are provided with planned and spontaneous opportunities to respond to different cultural and religious events. Children have good opportunity to learn the range of initial sounds of letters of the alphabet through again planned and spontaneous freely chosen activities.

Parents are provided with a wealth of information about the curriculum provided during each term also weekly activities. Parents are informed of their child's progress through formal and informal discussions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They are confident, excited, motivated and have a positive disposition to learning. Good relationships have been formed with adults and peers, children are kind and considerate and treat each other and their environment with respect. They are able to concentrate and become interested and involved in their play. They have good personal independence skills, are aware of expectations and boundaries and are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. Children are confident speakers, they listen well and use language to explain, question, negotiate and express their feelings. Children have well developed writing skills using good pencil control as they produce recognisable letters. They have frequent opportunities to listen to stories and rhymes, they enjoy books and are developing an understanding of how they work and handle them with care.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They count confidently and reliably up to 12 and more able children beyond, they have a developing understanding of simple additions and subtractions. They sort, sequence, measure, match and solve simple problems through planned and freely chosen everyday activities. They have a good understanding of number and use mathematical language during play situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They make and design models well using a range of materials, they build and construct with a purpose in mind. Children learn about the natural world, their environment and living things and handle them with care. They investigate and explore a wide range of objects and materials by using all their senses, stimulating their natural curiosity. They look at and record differences, similarities, patterns and change. They have good computer skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children enjoy music and movement, and express themselves confidently and enthusiastically. They negotiate appropriate pathways indoors and outdoors judging their body space in relation to overall space. They use a variety of small and large equipment with increasing control. They show an awareness of hygiene and good health, and use a range of tools, and malleable materials competently and with confidence.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They explore texture, colour, shape form and space in two and three dimensions in everyday meaningful activities. They represent their experiences, ideas and feelings through a wide range of art and craft materials. Children have well developed imaginative skills as they engage in art and design, role play, music and small world play. They sing songs and rhymes with enthusiasm and match movement to music with good control and coordination.

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:

- Point for consideration. To enhance and further staff development by delegating designated tasks and areas of responsibility within the playgroup.

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.