



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117180

DfES Number: 584612

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Zenna Kingdon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Compton Pre-School
Setting Address Higher Compton Road
Plymouth
Devon
PL3 5JB

REGISTERED PROVIDER DETAILS

Name Compton Pre-School

ORGANISATION DETAILS

Name Compton Pre-School
Address Higher Compton Road
Plymouth
Devon
PL3 5JB

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

Compton Pre-school is located in a mobile classroom, in the grounds of Higher Compton Church of England Primary School. It opened in 1997 and is privately owned by Sharon Matthews. The pre-school is a member of the Pre-school Learning Alliance. The setting achieved the local authority kite mark in 2001 and 2002.

The pre-school is situated in the urban area of Higher Compton, which is close to the city centre of Plymouth. It operates during term time only. There are a range of sessions that children can attend. Some sessions are specifically for the older or the younger children, whilst some are mixed. Children attend Monday to Friday mornings from 09.00 to 11.30 and afternoons: Monday, 12:00 to 15:15 Tuesday to Thursday, 12:45 to 15:15. Monday afternoons are for children who are rising five. The majority of the children transfer from the pre-school to the primary school.

The pre-school is registered to care for 17 children. There are currently 45 children on roll. Of these 24 are funded three-year-olds and 14 are funded four-year-olds. The setting supports children who have special needs and children for whom English is an additional language.

There are seven members of staff working with children. Of these two have NVQ Level 3 qualifications, three have a Diploma in Pre-school practice and three have NVQ Level 2 qualifications.

The setting receives support from the local Early Years Childcare and Development Partnership. They access the local advisory teacher for the Foundation Stage.

How good is the Day Care?

Compton Pre-school provides good quality childcare.

The pre-school operates in a mobile classroom within the grounds of the primary school. Space is limited but staff organise it effectively. Children are able to utilise the whole room and there are distinct areas in which different activities take place.

Children also make use of the school playground and playing field. There is a well-qualified staff group. Members of the team are encouraged to become involved in further training. Staff constantly up-date their skills and knowledge. The setting has recently achieved the local authority kite mark. The setting has a broad range of resources that are well used. There are good displays of children's work. Improvement is needed to some aspects of paperwork.

The staff are dedicated to providing the best possible care for the children. Overall, safety issues are taken extremely seriously. There are high ratios of adults-to-children and these are increased to one-to-two when children are taken on outings. Hygienic habits are encouraged and the staff act as positive role models. Children are offered a balanced range of foods during snack time.

All children are included and their differences celebrated. Staff provide a very wide range of activities which are well planned and resourced. These activities allow children to make progress in all areas of their development. Children are positively encouraged to make decisions, explore and investigate and to develop their natural curiosity as learners. The staff are highly skilled at questioning children in such a way that the children are continuously thinking and learning. Staff set high expectations for behaviour and manners. Children are praised and encouraged and positive reinforcement is consistently used.

There is an excellent partnership with parents. They are welcomed into the setting. Parents are kept fully informed of what is happening in the pre-school through regular newsletters.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The setting is filled with displays. There are displays of children's work, information related to the topics, copies of staff qualifications and clear and useful information for parents.
- All aspects of care, learning and play are done well, staff listen to what children say and respond appropriately to them. They plan for the next stage of development of each child.
- There is a good equal opportunities policy that clearly includes all relevant aspects. There is an excellent range of resources reflecting difference and diversity.
- Special needs are particularly well met. The SENCO has a clear understanding of the code of practice, she is able to identify children and produce relevant individual education plans.
- The setting enjoys an excellent partnership with parents. They are well informed about what takes place in the setting, the progress that their child is making and how they can support their child's learning at home.

- The setting has an wide range of resources that support children's development in all area. Staff show a willingness to find other resources for children, when they request them.

What needs to be improved?

- the recording of the actual times of arrival and departure of the staff
- the regularity with which fire drills are completed
- the seeking of emergency medical advice and treatment permission
- the inclusion of a statement regarding bullying in the behaviour management statement
- the complaints procedure to include the name and address of the regulator.

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 that fire drills are carried out more regularly so that all children are given opportunities to participate. |
| 14 | Review all policies and procedures to ensure that they meet the requirements of the National Standards with particular attention to: recording times of arrival and departure, written parental permission to seek emergency medical advice and treatment, a statement on bullying in the behaviour management policy, and ensuring that the complaints procedure includes the contact details of the regulator |

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

How effective is the nursery education?

Compton Pre-school provides a high standard of nursery education where children are making very good progress towards the early learning goals. Children come into the setting keen to explore the activities that are available to them. They are clearly making good relationships with both the staff and the other children. They are motivated to learn. They participate in a broad range of activities that allows them to make excellent progress in all areas. The children respond particularly well to opportunities to respond imaginatively and creatively. They produce excellent aboriginal art.

The quality of teaching is very good. The staff have a clear understanding of the age and stage of development of the children. The staff interact well with the children. They join in their play and extend it where appropriate. They make excellent use of questioning skills to help children develop and extend their understanding. There is a clear understanding of the needs of children with special needs and those for whom English is an additional language. Staff work hard to plan appropriately, although plans do not ensure equal coverage in all areas.

The leadership and management of the setting is very good. The proprietor is also the lead-practitioner; she leads a well-qualified staff group who work closely as a team. She listens to what the rest of the staff say. The staff are encouraged to keep up-to-date and attend a minimum of four pieces of training a year. The whole staff team are involved in the monitoring of the nursery education curriculum although minor weaknesses are not always recognised. There are regular staff meetings at which all members of the team are encouraged to give feedback. The proprietor is able to continuously track what occurs in the setting, because she is working there.

There is an excellent partnership with parents. They receive regular newsletters to keep them informed about the curriculum and other events. They are able to talk to staff regularly.

What is being done well?

- All aspects of personal social and emotional development are being done well. In particular children show excellent self-esteem and self-confidence.
- Children talk well for a range of purposes. They talk to their friends and the adults around them. They use talk to explain their thoughts and ideas. They are confident to speak in front of the group.
- Children have good opportunities to pattern in maths. They are given a range of materials to pattern with and are regularly encouraged to make and recognise patterns.
- The broad range of topics covered by the setting allow the children to make

excellent progress in all areas of knowledge and understanding of the world. They are introduced to a range of different cultures usually through festivals. If they have a child from a different culture in the setting then they ensure that they celebrate their festivals.

- The children are given excellent opportunities to respond to music. Staff find music that is appropriate for the topic that they are following, for example Aboriginal music. The children listen to it and are able to respond as they feel is appropriate.
- Staff make excellent use of open ended questioning to support children's learning and development.
- The partnership with parents is excellent. Parents understand that they are welcome in the setting at any time. Staff keep them well informed about the progress that their child is making.

What needs to be improved?

- plans that are clearly trackable, to ensure that all areas of learning are given equal coverage.

What has improved since the last inspection?

The setting has made generally good progress since their last inspection. At that inspection only one issue was raised, which was to continue the effective reviewing and evaluating of the educational programme especially in light of the transition from desirable learning outcomes to the early learning goals to make sure that the stepping stones for children's learning are planned appropriately and that the high standard of provision is maintained.

The setting has made the transition from desirable learning outcomes to the early learning goals. The staff are clear about the Foundation Stage curriculum. They plan using appropriate stepping stones. The current curriculum plans do not clearly show how the six areas of learning are covered and how this can be tracked over any period of time. However the staff have a clear understanding of all the children and their needs. They work together as a team to ensure that all the children are supported and challenged.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children come confidently into the setting. They are keen and curious as learners. They understand the high expectations of the staff and respond to them appropriately. They talk confidently to each other and members of staff. They work well together sharing pieces of paper to create large paintings. They take turns on items such as the bikes. They show a clear awareness of their needs and the needs of other people.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident speakers. They explain to the group what they have been doing and what they found out during the activity. They are able to make suggestions and explain why they think something. Children are given regular opportunities to rhyme and to recognise letter sounds. Children choose to use the book corner and sit quietly looking at books, clearly understanding how they work. They know that information can be found in books. They write for a range of meaningful purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count in a range of different situations. They draw and accurately count the number of objects that they have drawn. They are also able to match the number to the digit. Children are given opportunities to calculate. They are able to talk about more and less and understand the concept of combining two groups to find the total number. Children are given regular opportunities to pattern. Children thread cotton reels, making patterns as they do so.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children follow a broad range of topics that enables them to make good progress in all areas of understanding. They grow plants from seeds. They give them water and light and observe them growing. They collect frog spawn and observe the changes from spawn to tadpoles to frogs. They construct using a range of materials. The children have good access to ICT materials and use them appropriately. They are able to talk about events that took place in the past. They are aware of a range of cultures.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children have access to a range of large and small equipment. They use push and pull toys both indoors and out. They ride pedal toys and are encouraged by the staff to practice their pedalling skills. Children are aware that their bodies are affected by what they do. Children recognise that their hearts beat fast after they have been involved in a vigorous dance session. Children practice and refine the skills necessary to use one handed tools, such as knives and scissors.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children are given excellent opportunities to respond imaginatively and creatively to a range of different stimuli. Children paint using a range of colours, sometimes in response to pictures and paintings from different cultures, including Aboriginal artwork. Children actively participate in singing songs from memory and enjoy playing a range of musical instruments. They create their own dances in response to music that they hear. They are able to talk about how it makes them feel.

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:

- There are no key issues from this inspection, but consideration should be given to the following.
- Develop a planning system that is less onerous, but that is trackable and allows staff to see that all areas of learning are given equal coverage.

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.