



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144293

DfES Number: 513766

INSPECTION DETAILS

Inspection Date 17/09/2004
Inspector Name Anne Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Longham Community Pre-School
Setting Address UNITED REFORMED CHURCH
HAM LANE, LONGHAM
FERNDOWN
DORSET
BH22 9DP

REGISTERED PROVIDER DETAILS

Name Longham Community Preschool 1041174

ORGANISATION DETAILS

Name Longham Community Preschool
Address Longham United Reformed Church
Ham Lane
Ferndown
Dorset
BH22 9DP

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

Longham Community Pre-School opened in 1976. It operates from two rooms, in a church hall, between Wimborne and Ferndown, and serves the local area.

There are currently 43 children on roll. This includes 37 funded three year olds and no funded four year olds. Children attend for a variety of sessions.

The setting supports children with special needs, and children for whom English is an additional language. The group opens five days a week, during school term times. Sessions are from 09:00-11:55 daily, and from 12:30-15:20 on Monday and Thursday.

Five staff work directly with the children, all of whom hold early years qualifications. The setting receives support from the advisory teacher from the Early Years Team.

How good is the Day Care?

Longham Community Pre-School offers good quality care to children. Space is used effectively, and good use is made of the outside areas. Staff work hard to create an inviting, child orientated environment, with posters, and bright displays. There is high staff ratio, and all members of staff hold relevant child care qualifications, and are committed to on-going training.

There are well written policies and procedures in place, that reflect the pre-school's daily. However, the equal opportunities policy does not include supporting legislation.

The high staff ratio and staff deployment ensures children's safety at all times, inside and in the garden.

The premises are safe and well maintained. All staff hold a relevant first aid qualification, and they are active in maintaining good hygiene procedures. There are effective policies and procedures in place, to limit the spread of infection.

Drinking water is available to children throughout the session. Staff know the children very well and meet their needs appropriately. Children with special needs are well supported.

All staff have completed child protection training, and demonstrate a good understanding of signs and symptoms, and the procedures to follow if concerns are noted.

There is a broad range of play opportunities and resources to help children progress in all areas, and interaction is very good. However, positive images of cultural diversity and disability are limited.

Staff are good role models and children are well behaved.

Partnership with parents is good. Parents are provided with clear and comprehensive information about the setting and are kept well informed about their child's progress.

What has improved since the last inspection?

not applicable.

What is being done well?

- Children with special needs are well supported. There are effective procedures in place to monitor progress or concerns, good liaison with parents and professionals and the ability to adapt the physical environment to ensure inclusion.
- Staff and committee work very well in partnership with parents. Parents are provided with clear and comprehensive information about the setting. They are kept well informed about their child's progress, through regular meetings with key workers. There are good procedures in place for parents to share what they know about their children, and are encouraged to be involved in their child's care and learning.
- The level of interaction is very good. Staff praise and encourage children at all times, and are interested in what the children have to say. Children are offered a range of well planned activities and play opportunities that promote their all round development, and encourage them to be enthusiastic and confident learners.
- There is high staff ratio, and all members of staff hold relevant child care qualifications, and are committed to on-going training.

What needs to be improved?

- resources that reflect diversity and disability
- the equal opportunities policy.

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>
<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
9	Ensure that children have an appropriate range of activities and resources that provide positive images of cultural diversity and disability.

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

How effective is the nursery education?

Longham Community Pre-School provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

Staff have a good knowledge of the early years curriculum. They attend training, and discuss plans and developmental records in regular staff meetings, and there is a successful key worker system in place. Effective observations are completed, highlighting how children are progressing, any gaps and areas to focus on to enable children to progress to the next steps. Staff use a range of effective teaching skills, such as open ended questions, encouragement and demonstration. Occasionally, however, the organisation of staffing (in story time or group sessions, for example) does not always support younger children effectively.

Children with special needs are well supported, through good liaison with parents and professionals, qualified staff and the ability to adapt the physical environment to ensure inclusion. Children's behaviour is very good and staff are good role models.

Staff and committee members have clearly defined roles and responsibilities and work well together as a team. Staff are committed to on-going training. Annual staff appraisals and self assessment highlights training needs. Staff and committee use parent questionnaires, and self assessment effectively, to inform how the children are progressing make changes and improvements as required.

Parents are provided with clear and comprehensive information about the setting, including the pre-schools policies and procedures. They are kept well informed about their child's progress through termly meetings with key workers, and informal discussions with staff. There are good procedures in place for parents to share what they know about their children, and they are encouraged to be involved in their child's learning, by participating in projects, such as bringing in the family pet for all the children to see.

What is being done well?

- The quality of teaching is very good. Staff have a sound knowledge of the early years curriculum and the stepping stones. Effective observations are completed on children, highlighting how children are progressing, any gaps and areas to focus on to enable children to progress to the next steps. Staff use a range of effective teaching skills, such as open ended questions, encouragement and demonstration.
- Very good progress is being made in the area of personal, social and emotional development. Children are developing in confidence, and enjoy trying new experiences. They are beginning to form close relationships with adults and their peer group.

- Behaviour is good, and children respond well to the staff's positive approach. Children are learning to negotiate and co-operate with one another, by sharing toys and during tidy up time for example. Their independence is developing well, helping to give out fruit, and dressing themselves for outdoor play.
- Very good progress is being made in creative development, with a range of opportunities for children to be imaginative in role play activities. Children explore colours and texture through a range of media such as painting, colouring, clay, cornflour paste and activities where children are free to create three dimensional models with boxes, tubes, and natural materials such as leaves, fir cones, seeds etc.
- Children are making very good progress in the area of communication, language and literature with good opportunities to write, paint and make marks, to help them develop pre-writing skills, through play activities. Children listen to each other in group situations, when they talk about their pets, for example. Their language and vocabulary is developing well.
- The setting has a very good partnership with parents, and there are effective procedures in place to keep them well informed of their children's development, such as termly meetings and informal discussion with key workers.

What needs to be improved?

- the organisation of staff and resources to ensure that the needs of younger children are met.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Staff have developed the 'high fives' group, to provide challenges for the rising fives. They have liaised with local first schools to ensure the children leaving the pre-school have the appropriate skills, confidence and abilities to ensure a smooth transition to school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing in confidence, and enjoy trying new experiences. They are beginning to form close relationships with adults and their peer group. Behaviour is good, and children respond well to the staff's positive approach. Children are learning to negotiate and co-operate with one another, during 'tidy up time' for example. Their independence is developing well. Children are learning about their role in the community and the family through meaningful activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning to respond to instructions and to listen to each other in group situations. They participate in familiar songs and nursery rhymes. Children's language and vocabulary is developing well. They enjoy simple stories, and are provided with reference books, linked to the current theme. Children have good opportunities to write, paint and make marks, to help them develop pre-writing skills, through imaginative and creative play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently to 5 and are becoming familiar with numbers through displayed number lines, nursery songs and rhymes, and games. They recognise and can name simple shapes, and are learning to use positional and mathematical language in everyday play activities, and are beginning to show an interest in simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate in a range of activities, such as clay and cornflour paste, and magnets, and show a developing interest in why things happen and how things work. They enjoy using a range of tools and resources to build and construct. Children enjoy the simple computer programmes and are becoming more competent in mouse control. Through well planned activities and visitors to the group, they are beginning to show an interest in the local community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing confidence around their environment, with a growing awareness of others. They enjoy balancing, and using pedal toys, indoors and out, and are able to negotiate obstacles efficiently, and stop with control. Children are beginning to show an awareness of their own physical needs. They have good opportunities to use tools and equipment that encourage hand-eye co-ordination, such as craft knives and scissors, as well as paint brushes and writing materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are very good opportunities for children to explore colours and textures through a range of media and materials. Children enjoy familiar songs, and explore different sounds and rhythms with a variety of musical instruments. The well resourced role play area encourages children to use their imagination well, acting out familiar and imagined situations. They express their delight and pleasure in a range of well planned activities, that help them explore their senses.	
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 significant weaknesses to report, but consideration should be given to improving the following;
- the organisation of staff and resources to ensure that the needs of younger children are met.

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.