



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220288

DfES Number: 580968

INSPECTION DETAILS

Inspection Date 30/04/2004
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chipping Warden Kindergarten
Setting Address Chipping Warden School
Byfield Road
Chipping Warden
Northamptonshire
OX17 1LD

REGISTERED PROVIDER DETAILS

Name Chipping Warden School Kindergarten 1031732

ORGANISATION DETAILS

Name Chipping Warden School Kindergarten
Address Chipping Warden School
Byfield Road, Chipping Warden
Banbury
Oxfordshire
OX17 1LD

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

Chipping Warden Kindergarten opened in January 1992. It operates from rooms within Chipping Warden School. The kindergarten serves the local area. There are currently 45 children on roll. This includes 12 funded three-year-olds and 24 funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs or children who speak English as an additional language.

The kindergarten opens five days a week during school term times. Sessions are from 9:15 to 12:45 with a further session on Mondays from 13:00 to 15:00.

A total of six staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Chipping Warden Kindergarten provides satisfactory care for children. The premises are very safe, clean and attractive and provide a colourful and welcoming environment to children and parents. Generally staff, space and resources are organised effectively so that children can make choices and extend their activities. Records are well maintained and most policies and procedures are sufficiently detailed.

Staff are very friendly and caring. They develop warm relationships with children. There are clear routines to the sessions which help children feel secure and they behave very well. Staff are aware of potential hazards so that children are kept safe. They generally have sound systems in place to promote children's health and well-being.

A wide range of worthwhile activities are planned both indoors and outside which

stimulate the children well and enable them to progress. Equipment and toys are used imaginatively so that they capture children's interest. They include opportunities for children to learn to value diversity.

The kindergarten develops positive partnerships with parents to meet the needs of the children. A range of useful information is available to advise parents about the group and their children's progress. Parents are involved in the kindergarten by attending sessions and events.

What has improved since the last inspection?

At the last inspection, the kindergarten agreed to develop some records and procedures. The registration system now includes times of attendance of children and staff and the accident record has more detailed information about the location of any injury. A written risk assessment of the premises has been completed, an action plan has been developed to show how the required qualification of the deputy will be met, the policy for sick children has been developed and the procedures for child protection and complaints now include contact details. This ensures that children's well-being is further promoted and parents are more informed of how the kindergarten operates.

What is being done well?

- The premises are very welcoming. The rooms have been imaginatively decorated with many excellent displays, posters and examples of the children's work to create a very warm and inviting environment for parents, children and staff.
- The premises are safe and secure. Staff supervise children carefully and are very aware of potential hazards both inside the premises and during outdoor activities so that children are kept safe.
- The range of activities and resources that reflect diversity. Books, toys and displays include positive images of race, culture, language and disability. Activities provide opportunities for children to learn about other cultures and languages. As a result, children learn to appreciate and value the similarities and differences in other people.
- The management of children's behaviour. Staff consistently encourage children and set them clear guidelines so that they learn what is expected of them. Children behave very well and are polite.

What needs to be improved?

- the operational plan to show how the continued training needs of staff will be met
- the key group system
- the availability of fresh drinking water

- the written statements for behaviour management and special needs.

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 must take the following actions by the date shown

Std	Action	Date
14	Make sure a written statement is held of the procedure to be followed in the event of a parent failing to collect a child or of a child being lost.	04/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
10	Develop the written statement on special needs so that it is consistent with current legislation and guidance and includes special educational needs and disabilities.
2	Develop the operational plan so that it includes how the continued training needs of staff will be met, and the key group system so that children belong to a key group which has consistent staff.
8	Make sure that fresh drinking water is available to children at all times.

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

How effective is the nursery education?

Chipping Warden Kindergarten provides good quality nursery education which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy, knowledge and understanding of the world, physical and creative development is particularly well planned and they are making very good progress in these areas.

The quality of teaching is generally good with many very good aspects. Staff have a secure understanding of the Foundation Stage and how children learn. Planning is clear, linked to the six areas of learning and is used flexibly. Staff develop warm relationships with children. They provide a stimulating and well organised learning environment which captivates children, but do not always extend older and more able children to further develop their mathematical skills and independence. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language. Staff make very good use of questioning to develop children's thinking skills and consolidate their learning. They consistently encourage children and children behave very well. Staff assess children's learning against the stepping stones and use this information to plan what children should do next.

The relationship with parents and carers is generally good. A range of good quality information is available to parents so that they are aware of the Foundation Stage and how the kindergarten operates. Parents are informed about their children's progress through open sessions and discussion.

The leadership and management of the kindergarten is generally good. Staff are clear about their roles and responsibilities. They are very committed and work well together as a team to ensure that the kindergarten runs smoothly. Staff attend ongoing training but there is no regular system of staff appraisal.

What is being done well?

- Opportunities for children to develop their early writing skills. Children practice their emerging writing with a range of materials that stimulate their imagination. They write their names on white boards, record telephone messages in 'the office' and send letters to each other for 'the postman' to deliver.
- The excellent use of teaching to provide further physical challenge for older and more able children. Children learn how to 'roll like a sausage' with straight legs and to land safely from apparatus with bent knees when taking part in the obstacle course. They successfully pour their own drinks from jugs at snack time and competently use scissors.
- Opportunities for children to develop their imagination through role play.

Children draw on their experiences as they play alongside each other in the office, fruit shop and hospital. They act out their own feelings and ideas in a variety of situations, for example, as fire-fighters, racing drivers and brides.

- The use of questioning to extend children's learning. Staff consistently make very good use of carefully framed questions to challenge children's thinking and to enable them to reflect and recall past events. As a result, children are able to consolidate and practice what was learnt previously.

What needs to be improved?

- opportunities for children to learn to operate more independently
- opportunities for older and more able children to consolidate their mathematical skills and knowledge by solving simple mathematical problems during activities.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the key issue raised at the last inspection. Staff have observed experienced teachers and have taken advice which has increased their knowledge of the use of questioning and teaching methods. Staff now make very good use of conversation and carefully framed questions to develop children's thinking skills and extend their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, excited and motivated to learn. They confidently choose and use activities in small and large groups. Children form strong relationships with staff and peers. They behave very well and are polite. Children are developing their independence but do not always learn to operate independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They listen attentively at group time, respond to questions and recall past events. Children recognise their names from cards and regularly share books. Four-year-old children successfully name and sound some letters of the alphabet. Children use their emerging writing for different purposes. Younger children write recognisable letters of their name with older children, all of their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a strong interest in number. Younger children are developing their counting skills to ten with older children beyond. Children discover the properties of shapes with bricks and construction materials. They regularly use words to describe position, size and weight and explore capacity as they work with sand. Children make patterns and some older children recreate patterns. Four-year-old children successfully compare numbers but do not sufficiently solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a variety of objects and materials using all their senses. They explore why things happen and how things work with a range of resources which stimulate their curiosity. They learn about growth by planting beans and potatoes and observing development in babies. Children use computer programmes to support their learning. They begin to differentiate between past and present events in their lives and gain an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with increasing control. Older children improve and develop their coordination and skills as they persist when taking part in the obstacle course. Children respond with movement when enacting ants and when playing ring games. They show an awareness of their own and other's space. They successfully use a range of small and large equipment to challenge and develop their fine and gross motor skills. They develop an awareness of the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children investigate a variety of materials and textures. They express their creativity in two and three dimensions and with mixing colours. Children sing a repertoire of songs and action rhymes and move to music. They use a variety of musical instruments to accompany nursery rhymes on tape and tap out rhythms. Children express their ideas and feelings and make connections in their learning as they play alongside each other in a variety of role play situations which capture their imagination.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- develop opportunities for older and more able children to learn to operate more independently and to consolidate their mathematical skills by solving simple number problems.

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.