



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119317

DfES Number: 580661

INSPECTION DETAILS

Inspection Date 04/02/2004
Inspector Name Glenda Pownall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crowthorne Village Pre-School
Setting Address Crowthorne Parish Hall
Heath Hill Road South
Crowthorne
Berkshire
RG45 7BN

REGISTERED PROVIDER DETAILS

Name The Committee of Crowthorne Village Pre-School Committee

ORGANISATION DETAILS

Name Crowthorne Village Pre-School Committee
Address Crowthorne Parish Hall
Heath Hill Road South
Crowthorne
Berkshire
RG45 7BN

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

Crowthorne Village Pre-School opened in 1974. It operates from two rooms in the parish hall, Crowthorne. The pre-school serves the local area.

There are currently 29 children from 2 years 6 months to 5 years on roll. This includes 10 funded three-year-olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

Five full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting is a registered charity and is managed by a parent run committee. It receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Crowthorne Village Pre-School provides good quality care for children. Best use is made of the shared building. Staff provide a warm and welcoming environment to parents and children. Staff are familiar with the procedures for the day to day running of the group. They spend most of their time working directly with the children. The children are settled, secure and confident. There are a few issues to be addressed with regard to leadership and management and documentation.

Staff are vigilant about children's safety during the session. A daily risk assessment is carried out before the children arrive and recorded. It does not include the outdoor areas for example to check that fire doors are free from obstruction. The risk assessment should identify action to be taken to minimize any identified risks to children's safety. Staff plan activities to promote good hygiene routines and the children are confident in their personal hygiene skills. Through discussion staff

demonstrated a sound understanding of child protection procedures. They know the action to taken if concerned about a child.

A well-balanced range of resources supports a good variety of interesting activities. This promotes children's learning in all areas. Staff are interested in what the children do and say and offer lots of praise and encouragement. The children are eager to learn and approach staff readily for help such as to put aprons on. Staff act as good role models to children. They are calm and patient and show respect. They offer lots of praise and encouragement to the children. The children's behaviour is excellent.

Parents are well informed about the daily routine of the setting through half termly newsletters, daily contact with staff and helping on the parents' rota. They are informed of their child's achievements through written termly reports. Parents state they are very happy with the care their children receive.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children's learning is supported by a good variety of interesting activities. They are eager to learn and approach staff readily for help such as to put aprons on. They have a warm relationship with each other and staff.
- Staff act as good role models to children. They are calm and patient and show respect to each other, parents, visitors and children. They offer lots of praise and encouragement to the children. The children's behaviour is excellent.
- Parents are well informed about the daily routine of the setting through half termly newsletters, daily contact with staff and helping on the parents' rota. The setting operates an open door policy where parents have access to their child's records at anytime. They are informed of their child's achievements through written termly reports. Parents state they are very happy with the care their children receive.
- Staff plan activities to promote good hygiene routines. The children are confident in their personal hygiene skills.

What needs to be improved?

- safety, to ensure the daily risk assessment includes the outdoor areas identifying action to be taken to minimize any identified risks to children's safety, to ensure that children do not have access to the kitchen except with direct staff supervision
- leadership and management, to ensure the supervisor is qualified to level three, to ensure all committee members have completed the necessary

suitability checks

- documentation, to ensure a lost child policy is in place, to ensure the policies reflect the practice of the setting.

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 children do not have access to the kitchen except with direct staff supervision.
14	Ensure the policies reflect the practice of the setting.

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

How effective is the nursery education?

Crowthorne Village Pre-School provides good quality nursery education where children are making generally good progress towards the early learning goals. Its strength is in personal, social, emotional development, which is very good. All other areas of learning are generally good with some aspects for improvement.

Teaching is generally good. Staff have a secure knowledge of the early learning goals. They provide a range of interesting activities to support children's development. Staff work very well together as a team. They meet regularly to discuss all issues of the pre-school including the planning of the curriculum. Some opportunities are missed to progress learning for older more able children and to allow children to express and explore creativity. There is a good system in place to support children with special educational needs. Staff record regular observations of children's achievements and share these with parents. Staff do not plan and record children's next steps along the stepping-stones. Staff's management of children and their behaviour is very good. The children's behaviour is excellent.

Leadership and management is generally good. They are committed to providing children with a positive learning environment. Sessions are effectively organised. Staff know their roles and spend much of the time working directly with the children. The children are confident and eager to learn. The committee monitor the effectiveness of the education programme by regular meetings with the supervisor and by observing the delivery of the curriculum as parent helpers.

Partnership with parents is very good. Parents are provided with good quality information about the pre-school and its provision. Parents are informed of their child's achievements and progress in a variety of ways. They are encouraged to play an active part within the pre-school. Parents state they are happy with the education their children receive.

What is being done well?

- Staff's management of children and their behaviour is very good. They act as good role models and use praise and encouragement to reinforce good behaviour. The children's behaviour is excellent.
- Parents are provided with good quality information about the pre-school and its provision. They are encouraged to share what they know about their child through pre-start visits, the registration documents and continual verbal communication with staff. Parents are informed of their child's achievements and progress through written termly reports, observing their child as a parent helper and communication with staff. Parents are encouraged to play an active part within the pre-school. For example, as a committee member, as a parent helper, by sharing their own knowledge and skills.

- Very good range of activities to help children find out about living things, supported by tools such as reference books. Children ask questions to gain information about how things work.
- Good organisation of sessions. The staff team spend most of their time working with the children. A good variety of well-resourced activities are ready when the children arrive. The children are confident and eager to learn.

What needs to be improved?

- planning and assessment systems, to ensure that staff are able to accurately identify what individual children need to achieve next
- opportunities to challenge older, more able children, and allow children opportunities to express and explore their own ideas and creativity.

What has improved since the last inspection?

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

A special educational needs co-ordinator is in place and she has attended relevant training.

There is a good system in place to support children with special needs in line with the code of practice.

The group has a variety of good quality musical instruments and these are regularly used in a variety of ways. Children have access to regular planned music and movement activities. These are sometimes adult directed and do not give children the opportunity to express their own ideas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive attitude towards learning. They are interested in the activities provided, they sit quietly and listen when others are talking. They work well as part of a group taking turns and sharing. Children form good relationships with each other and adults. They are able to express their own feelings and are developing an understanding that people have different needs. Staff management of children and their behaviour is excellent. Children behave exceptionally well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond with enjoyment to group stories, songs and rhymes. They are beginning to understand elements of stories and suggest language such as 'once upon a time'. Through planned activities children are beginning to link sounds to letters. Some children can name and sound letters of the alphabet. Children have the opportunity to make marks through a variety of planned activities. Some children can write their first name using clearly recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing mathematical skills through a variety of interesting planned activities. For example they count the number of beats played on a wood block and then stand on the corresponding number. Children can count to ten and beyond and recognise the numerals one to nine. Practical activities such as sharing three apples between six encourage children to problem solve and use calculation. There are some missed opportunities to extend planned activities for older more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about past and present events in their own lives. They are developing an increasing knowledge of the world around them through a broad range of good activities. They have access to a wide variety of resources to build and construct. The prime learning intention of such activities is not always to develop further design and making skills. Children have regular access to a computer with adult support and are able to select, drag and click the mouse to complete tasks.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the hall, adjusting their direction as required to avoid obstacles. They respect the personal space of others when sitting together at story time. The layout of the garden area limits outside play. Children are provided with opportunities inside to develop their large-scale movements such as music and movement activities and using the climbing frame and slide. Children show increasing control and dexterity through the use of a good range of small tools.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have access to an excellent range of creative resources. These are not always effectively used to allow children the freedom to express and explore their creativity. For example, children participate enthusiastically in music and movement but do not have the opportunity to interpret and respond to the music using their own ideas, the paper available for painting limits children's creativity. Children enjoy singing songs and rhymes from memory and playing percussion instruments.

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

- implement effective planning and assessment systems, to ensure that staff are able to accurately identify what individual children need to achieve next
- provide opportunities to challenge older, more able children, and allow children opportunities to express and explore their own ideas and creativity.

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.