



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136095

DfES Number: 511530

INSPECTION DETAILS

Inspection Date	29/04/2003
Inspector Name	Nigel Lindsay Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Covey Pre-School Playgroup (The)
Setting Address	Unit 4, Baileys Court, Webbs Wood Road Bradley Stoke Bristol Avon BS32 8EJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Covey Pre School Playgroup Committee
------	---

ORGANISATION DETAILS

Name	Covey Pre School Playgroup Committee
Address	Covey Pre School Playgroup Unit 4, Baileys Court Webbs Wood Road, Bradley Stoke Bristol Bs32 8EJ

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

The Covey Pre-School opened in 1993. It operates from a playroom in a converted barn in Bradley Stoke. The pre-school serves the local area.

There are currently 103 children from two years to four years on roll. This includes 34 funded three year olds and 41 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The group opens five days a week for 41 to 45 weeks. Sessions are from 08.30 to 12.45 and 13.00 to 15.45.

Six staff work with the children. Over half the staff have early years qualifications to NVQ Level 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Covey Pre-School offers good quality care for children.

The staff are appropriately qualified and experienced. They organise the premises and the varied range of equipment to provide children with a welcoming environment. They maintain a variety of records, policies and procedures. There is a commitment to additional training for staff and provision is made to accommodate students on placement.

The staff have thorough procedures in place to ensure children's safety when on the premises. They promote good hygiene and take steps to avoid children catching infection and illness unnecessarily. They have satisfactory arrangements for ensuring that children have an appropriate snack, taking account of any dietary needs and allergies. They take account of any cultural or religious needs that children have and provide items to familiarise all children with the wider multi-cultural society. The building is accessible to wheelchair users and children with special

needs are welcomed and included in the activities. The staff have an understanding of their responsibilities in relation to child protection.

The staff plan and provide children with a wide range of activities and support them appropriately. The children are all involved in the activities and show confidence and enthusiasm. The staff manage children's behaviour effectively and consistently, so that they are well behaved.

The group provides parents with written information about the pre-school, although some sections lack clarity. Staff also provide parents with termly written information about their children's progress.

What has improved since the last inspection?

At the last inspection the group agreed to:

ensure that risk assessments are carried out, recorded and reviewed; this is ongoing.

ensure that any hot radiators are inaccessible to children; these are checked by the health and safety officer;

ensure that the policy on medication is clear to staff and parents; a written policy is on the staff and parents' notice boards.

ensure that the policy on sick children is accessible to staff and parents; a written policy is on the staff and parents' notice boards.

provide appropriate number of toilets; a third toilet has been installed.

devise a written statement based on Area Child Protection Committee procedures; a letter to parents and new policy have been implemented, although further changes are recommended.

ensure that vetting procedures are completed; OFSTED forms have been sent.

review the contents of the 1st aid box; regular checks are made.

review the fire safety procedures; a written policy has been completed.

devise a written statement on behaviour management; a written policy statement has been completed.

What is being done well?

- The group has a comprehensive induction procedure and staff are involved in both in-house training and external courses.
- There is a wide range of equipment, which is regularly reviewed and added to.

- There are comprehensive policies in place for all safety issues; there is a health and safety officer who reviews the risk assessments and accident records are analysed to identify any emerging trends.
- There is a good range of materials to promote equality of opportunity, for example a large multi-cultural mural, small world figures reflecting images of disability.
- The group has considerable experience in including children with special needs, and liaising with parents and other agencies;

What needs to be improved?

- the procedure regarding lost children;
- the information in the prospectus regarding equal opportunities, special needs and complaints;
- the Child Protection statement

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
2	make the procedure regarding lost children clearer to parents.
12	review the prospectus in order to expand the information for parents regarding equal opportunities and special needs, and to include OFSTED's role as the regulatory authority.
13	clarify the Child Protection statement to ensure that it reflects local Area Child Protection Committee practice.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals and the programmes for personal, social and emotional development and creative development are very good. There is a clear structure in sessions and resources are well organised.

The quality of teaching is generally good and staff demonstrate a clear commitment to improving the care and education of each child. They provide positive role models and promote inclusion for all children. Some inconsistencies exist among staff in their support for children and learning intentions are not clear for physical development which prevents effective evaluation.

The manager provides strong leadership which includes in-house training and annual staff appraisal. There is a well qualified staff team which supports regular student placements and the senior staff team share responsibilities well within sessions. The setting continues to assess its own effectiveness in light of staff changes in the last year.

There is a strong emphasis on partnership with parents. A comprehensive prospectus is provided and staff regularly provide information and support to help parents extend their children's learning.

What is being done well?

- The programme for personal, emotional and social development is very good; children make positive, caring relationships and behave well.
- The programme for creative development is very good; they have regular opportunities to describe their work and show enjoyment in what they do.
- Resources are combined well to offer a stimulating range of activities which sustain children's interest.
- Partnership with parents is very good; there is good support for children with special needs and their families which aids inclusion.

What needs to be improved?

- planning, to more clearly indicate learning intentions for physical development;
- consistency among staff in their support of children's learning.

What has improved since the last inspection?

Progress since the last inspection has been generally good. Recording and assessment procedures have been reviewed and staff can identify more clearly how children are progressing. While there is now weekly evaluation of activities, this is limited as learning intentions are not always clear. Children enjoy the increased opportunities there are to use writing materials and to problem solve through practical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They have a good awareness of boundaries and respond to firm but friendly direction by staff. Children form positive relationships, helped by staff who encourage children to develop strategies for working well together. They take turns to listen to each other at group time and share their experiences. They are helpful and are encouraged by staff to be independent in self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. They are encouraged to think about activities they do and develop vocabulary that reflects their own experience. Children actively participate in story time and sing familiar songs. They have regular opportunities to match letters to sounds in small and large group activities and confidently use writing materials in a variety of activities. Staff support for younger children in name recognition lacks consistency.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. They show an interest in numbers and staff promote opportunities to count in everyday situations and structured activities. They eagerly count down from 10 and understand that five and five make ten. Children can anticipate patterns when using size and colour in sequence. They understand some positional language and arrange shapes to make a collage. Not all staff consistently model language and learning opportunities are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in this area is generally good. They combine natural materials in everyday activities and explore their uses. They learn how things change and grow and discuss past and present things in their own lives. Positive links are developed with the local community. Children show an interest in everyday technology using telephones and keyboards in free play. Learning intentions for use of the computer are unclear and do not effectively support children's learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's progress in this area is generally good. Children develop coordination and control through a varied programme using large and small equipment. They demonstrate increasing control and safety using rollers, scissors and cutting wheels independently with playdough. They enthusiastically use their hands when singing action songs and negotiate space successfully during musical chairs. Planning does not indicate learning intentions for the use of equipment for physical play.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children's progress in creative development is very good. They enjoy a stimulating range of craft activities incorporating different textures, colours and shapes. Children are encouraged to describe their paintings and talk about their favourite colours. They are attentive during stories and enthusiastically join in with actions. Children lower or raise their voices appropriately in songs and clap out rhythms with their hands and musical 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

- ensure learning intentions are clear for all areas of learning, particularly physical development in order to make evaluation more effective;
- ensure learning intentions are understood by all staff to enable them to support children's learning more consistently.

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.