



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 650158

DfES Number: 515612

INSPECTION DETAILS

Inspection Date 23/09/2003
Inspector Name Patricia Mary Champion

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tiptree U R C Pre School
Setting Address Chapel Lane
Tiptree
Colchester
Essex
CO5 0HR

REGISTERED PROVIDER DETAILS

Name The Committee of Tiptree Pre School Committee

ORGANISATION DETAILS

Name Tiptree Pre School Committee
Address Chapel Lane
Tiptree
Colchester
Essex
CO5 0HR

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

Tiptree URC Pre School opened in 1970. It operates from a church hall within walking distance of the village shops and schools. The pre-school is one of three groups who have a joint committee, the Tiptree Pre School Play Group Committee and serves the local community and surrounding areas.

There are currently 44 children aged from two to five years on roll. This includes 16 funded three year olds and 16 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs.

The group opens five days a week during school term times. Sessions are from 09:30 until 13:00 on Mondays, 09:30 until 12:00 on Tuesday to Friday mornings and 13:00 until 15:30 on Wednesday and Thursday afternoons.

Seven part time staff work with the children. Over half the staff at each session have early years qualifications to NVQ level 2 or 3. Two staff are planning to start working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Tiptree URC Pre School provides satisfactory care for children. The staff effectively use space and resources so that children are busy and interested in their play throughout the session. The pre school will be moving into a new hall during the winter of 2003/4 and the staff are enthusiastic about this. The staff make efforts to ensure the current premises is welcoming by displaying posters and pictures. They regularly assess their resources and are fundraising to buy new kitchen role play equipment and other items on their 'wish list'. Documentation is mostly in good order; recommendations have been made where policies lack detail.

Children's welfare and safety is a paramount consideration; staff and children know about fire safety procedures and access to the provision is monitored to keep

children safe.

The staff are caring, sensitive and intuitive of individual needs and encourage, praise and reassure each child where appropriate. A balance of spontaneous and structured play is provided through the range of activities planned for each day. Good use is made of local outings to provide interesting learning experiences. The staff promote language development by asking questions, reading stories and singing songs and children respond well to the staff's high expectations for behaviour and play confidently with each other.

There is a friendly partnership with parents; information is shared through newsletters and good verbal feedback is given. Several parents were spoken to at the end of the session; they are all very happy with the care their children receive in the setting.

What has improved since the last inspection?

At the last inspection the registered provider agreed to ensure that all staff working with the children have been vetted, obtain written consent from parents for seeking emergency medical advice or treatment, review the operational plan and provide an action plan to outline how suitable training will be accessed for the person in charge.

All existing staff have been cleared through Essex Social Services and new staff are now being cleared through the Criminal Records Bureau. Parental consent agreements have been obtained and the operational plan now includes a student policy, a safe procedure for outings and an induction programme for new staff. The pre school supervisor has a portfolio of training certificates and written evidence that her qualifications meet level 3.

The registered provider also agreed to access suitable training for the designated person for child protection and ensure that Ofsted's address and telephone number is included within the written complaints procedure. No appropriate child protection training has been attended due to lack of courses organised in the area. Therefore, it is recommended that all staff develop their knowledge and understanding of child protection issues by in-house training or by obtaining current literature. The complaints policy still needs to be reviewed to include Ofsted's address and telephone number.

What is being done well?

- There are effective staffing levels in the setting to ensure that children feel secure and settle well. New children quickly learn the routine and the sessions run smoothly.
- Staff give a very high regard to the children's safety and security. A comprehensive risk assessment has been undertaken; staff regularly assess potential hazards relating to the premises, equipment and the activities that are organised. Evacuation procedures are regularly practiced with the children and staff have attended health and safety training.

- Staff are calm role models and have developed effective strategies in their behaviour management. Children listen to and follow instructions and lots of praise and encouragement is heard, especially at tidying up times. Children are generally well behaved and play co-operatively together.

What needs to be improved?

- the complaints policy to be reviewed to include Ofsted's address and telephone number
- the staff's knowledge and understanding of child protection issues.

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

Std	Recommendation
12	make sure that the Complaints Policy includes Ofsted's address and telephone number
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

Tiptree URC Pre-School offers good quality educational provision, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff work well as a team offering children support and encouragement. A broad and varied programme of structured activities is provided for children to promote development in all areas. It is particularly effective in developing early writing and communication skills. Small group activities, and one to one work within these, provide children with chances to have their learning challenged; staff assist and encourage them to take the next step. Insufficient use of core activities to enhance independent learning limits chances for children to extend and consolidate their skills attained during planned ones. Children's behaviour is good and supported by staff modelling and the work done with the persona doll. Planning and assessment are currently being enhanced and the links to the stepping stones and early learning goals made more clearly identifiable.

Leadership and management are generally good. Staff work well as a team. Senior staff take on most of the training and report back to the other staff within regular meetings. The group are looking forward to moving into their new rooms and providing a more stimulating and inviting environment to further encourage the children's development.

Partnership with parents and carers is generally good. They are generally well informed about their children's progress and the group's activities and care. The pre-school is investigating ways to further enhance the flow of information.

What is being done well?

- Children's personal, social and emotional development is good. Behaviour is effectively modelled by staff and the children's co-operation and empathy is encouraged.
- Children's fine motor skills are very effectively developed through their involvement in a broad programme of structured opportunities. They have very good hand-eye coordination as a result of this, which in turn supports their early writing development.
- Staff's support and promotion of children's communication skills, extending their vocabulary and encouraging them to use language to express ideas.

What needs to be improved?

- The use of regular/everyday core activities to maximise development and learning opportunities in role play, creative work, sand/water play, large

physical play, cultural development, music, calculation, and in linking sounds and letters.

- The links to the stepping stones and early learning goals within planning and assessment.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing the issues raised at the last inspection. Some staff attended training related to the desirable learning outcomes and then fed back to the others within staff meetings. Daily planning sheets were introduced to identify links with the desirable learning outcomes, and the assessment documents were re-organised to show the links. Changes introduced in September 2000 to the nursery education requirements, are now beginning to be reflected within the pre-school's practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and active learners. They approach new activities confidently and ask for support when they require it. Strong and effective relationships are built with their peers and the staff. They work and play well together and show a great amount of care and empathy for one another. Their work with the persona doll supports this. Children are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop very good communication skills and learn to use language to help them think problems through. They learn new vocabulary easily and ask questions of staff to broaden their understanding. They have daily access to books and are confident in using them to support their learning. Children develop good hand eye coordination that supports their early writing skills; however they are not sufficiently involved in every day opportunities to develop the link between sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children actively experience a broad programme of structured activities that support their understanding of number as labels and for counting. They use early calculation language with structured activities, but opportunities to develop this area within everyday activities are not maximised. Children are familiar with a variety of shapes and learn to create patterns and compare size and quantity within their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are actively involved in developing their knowledge through a topic-based structured activity programme. They show curiosity and ask questions. Children are regularly involved in exploring a wide variety of materials and resources using all their senses. They are skilled in building, using construction equipment like Duplo. They have planned opportunities to use information and communication technology. There are insufficient experiences relating to cultural awareness.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely within the setting, with increasing control. They move furniture and equipment safely, such as rolling up floor mats, but they have insufficient opportunities for large-scale and energetic movement. Children's fine motor skills are very well developed. They use a wide variety of tools, materials and equipment with increasing control through involvement in structured activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experience and develop skills in using a wide variety of media and materials through a planned programme of structured activities. They have fewer independent opportunities to access creative materials or chances to be regularly involved in role play or music. Children use their imagination within structured activities to respond to experiences and use 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

- Extend staff confidence and skill in using everyday activities to maximise opportunities that promote children's development, particularly within role play, creative work, sand/water play, large physical play, cultural development, music, calculation, and in linking sounds and letters.
- Continue to develop the links to the stepping stones and early learning goals within planning and assessment.

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.