



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143008

DfES Number: 519850

INSPECTION DETAILS

Inspection Date	01/05/2004
Inspector Name	Beryl Baggs

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Horrington House Pre-school
Setting Address	Horrington School House, Bath Road, West Horrington Wells Somerset BA5 3EB

REGISTERED PROVIDER DETAILS

Name	The Committee of Horrington House Pre School
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ORGANISATION DETAILS

Name	Horrington House Pre School
Address	Horrington House Pre School Horrington School House Bath Road West Horrington, Wells BA5 3EB

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

Horrington House Pre-school is a committee run pre-school situated in the grounds of Horrington Primary School. They have the use of one main play room, an outside toilet and an enclosed outside play area. They also have occasional use of the school gym, field and adventure play equipment.

The pre-school takes children from The Horringtons area of Wells. It is registered for ten children between the ages of two years and under five years. It is open from 09:00 to 11:30 Monday to Friday term time only.

There are 20 children on roll of whom seven three-year-olds and five four-year olds receive nursery education grant. There are no children with special educational needs or who use English as an additional language.

There are four members of staff, two of whom are Early Years trained. The pre-school is supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Horrington House Pre-school provides good quality care for children. The play leader holds a level three childcare qualification and has good management skills to run the group. There is effective use of staff and encouragement to qualify in childcare. A bright welcoming play room displays children's work and a wide range of stimulating and attractive toys and games that children can access freely.

Staff check safety aspects before any outing with the children, taking the mobile phone, First Aid box and contact telephone numbers when they go. Good routines are in place to ensure children wash their hands after using the toilet and before snacks. Children have healthy and nutritious snacks and drinks in the middle of the session. Staff are aware of individual children's differences and ensure all children are involved in play. They are aware that some children may need extra support and seek extra staff and play materials. There is good understanding of when to be concerned about a child.

The staff provide a very good range of attractive and interesting activities for the children. There are good opportunities to use language, counting, imagination and physical skills in children's play. They manage children's behaviour well using distraction techniques and praising good behaviour. There are few images of other cultures, and none of disability and gender role in the play materials for the children.

Parents are welcomed into the pre-school and are well informed about the topics, events and children's progress. Parents have good access to children's records.

What has improved since the last inspection?

Since the last inspection suitable nappy changing facilities have been provided and hand washing practices have been reviewed. Bowls of water are changed regularly and paper towels are used.

A written complaints procedure has been updated and includes a reference to Ofsted as the regulator. The child protection statement now includes the procedure should an allegation be made against a member of staff. The procedure for outings involves risk assessment of the route and ensures phone, First Aid box and contact telephone numbers are taken.

Written permission is obtained before administering medicine and parents sign the written record of administration.

What is being done well?

- Good use is made of school premises to enhance the provision for physical play. The gym is used on three-weekly basis for gymnastics and use made of the field and adventure play equipment.
- Parents know they can see their child's progress records at any time.
- The management of children's behaviour is good, staff use distraction techniques, explain to children what is wrong and are clear about expectations.
- Staff involvement in children's play helps children to get the most from their play.
- Awareness of the benefits of planning resources for children with special needs, staffing and play materials.

An aspect of outstanding practice:

Children make very good use of sand timers to manage their own turn taking and sharing. Children have free access to one-minute, three-minute and five-minute timers and use them without adult prompting.

What needs to be improved?

- the positive images of other cultures, disability and gender roles in the play

materials for the children.

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
9	Improve the positive images of other cultures, disability and gender roles in the play materials for the children

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

How effective is the nursery education?

Horrington House Pre-School provides good quality nursery education. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff promote counting, shape, and language in all play with the children. Staff involvement challenges and supports children in their learning. Displays value children's work. Imaginative story telling holds their attention. The play leader is proactive in planning additional support, extra staffing or special toys to meet children's special needs. Behaviour is managed well. Good behaviour is praised. Forward planning ensures staff know what to set out each session in time for children as they arrive. Assessments of children progress are shared with parents and used when planning activities for the children.

Leadership and management is very good. The play leader ensures meetings to co-ordinate planning, to discuss children's development and other issues are held on a frequent and regular basis. The pre-school values the strong links with the school and the rural setting. Children's self care and friendships are developed well. The pre-school is aware of the lack of confidence in presenting other cultures to the children and plans to improve this. The promotion of music to the children will be developed since some recent training. The progress of the children is used as a guide to the success of nursery education provision. Qualifications and training events are encouraged for all staff.

Partnership with parents is very good. Parents are provided with clear information about the pre-school in the brochure including the policies and procedures and the stepping stones of children's learning. They share information about their child during introductory sessions and this is continued in daily exchanges before and after the sessions. Parents know they can see the written records at any time. The parent rota and newsletters encourage parents to be involved in their child's learning.

What is being done well?

- Opportunities for children to develop self care, pouring drinks, choosing activities, developing confidence and self assurance.
- Story reading in a creative and interesting manner to develop children's imagination.
- Making parents feel welcome giving them ideas of how to continue children's learning at home.
- The organisation of the sessions so that children are involved at all times.
- Developing the importance of writing for a purpose in children's play, writing labels with children's descriptions of their models.

What needs to be improved?

- There are no significant weaknesses to report, however, the setting could consider
- the number and frequency of the opportunities for children to links sounds to letters and for children to learn about other cultures. (The last point is raised as recommendation through Children Act inspection.)

What has improved since the last inspection?

Progress since the last inspection is very good. The committee and staff team have changed completely since the last inspection in June 2000. Three key issues were raised from that inspection. The pre-school were asked to increase opportunities for children to develop sensitivity to people of different cultures and beliefs. A reasonable start has been made, but the pre-school recognises that there is still a slight lack of confidence in promoting such topics. The pre-school was also asked to provide parents with more frequent information about children's progress and achievement across all aspects of learning during their child's time at pre-school. Parents are now very clear they can see written records at any time and they also share information on a daily basis with staff.

The pre-school was asked to provide effective opportunities for children to develop their climbing skills. Gymnastic sessions are now provided three-weekly and the children use the school climbing equipment on the field.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious and eager to learn. They try new activities with confidence and can sit and listen quietly when appropriate. They are aware of their own needs and ask for help. They have friendships with other children and trust in the adults. They behave well, taking turns and waiting patiently. They have many opportunities to develop independence, selecting toys and games and pouring drinks. They make links between pre-school and home, talking about things they do. They help each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk well to each other and the adults. They listen to stories and join in familiar phrases with enthusiasm. They use words to describe what they touch and see. They describe what they are doing or what has happened to them. Children understand that print has meaning, can identify their names and see adults write descriptions of their work as they describe it. They write their names in cards and in role play. Children do not make links between sounds and letters on an everyday basis.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count well, some to more than 20. They use number in their role play, identifying numerals on phones and calculators. They use foam dice linking counting to the pattern of dots. They compare numbers, count backwards in rhymes and use numbers in practical situations such as whether there are enough beakers at snack time. They measure and weigh things, understanding the idea of heavy and light. They sequence pictures, know shapes, and complete jigsaws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate herbs, bugs in the garden, floating and sinking. They build with Duplo, wooden and magnetic blocks, making contraptions and towers. They use phones in role play and the tape player with confidence. They learn about time watching plants grow, the changing seasons and the changes in themselves since babyhood. They learn about people who help us, countries of the world and features of their local area. They have limited opportunities to learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children climb, jump, balance and roll. They enjoy regular gymnastic sessions and daily outside play with cars, bikes, balls and watering the plants in the garden. They have a sense of space, moving around the compact playroom with assurance and safety. They learn about healthy living, wearing sun protection, and healthy food. They understand about germs on their hands. Children use large and small equipment with growing skill, steering cars, cutting with scissors and spreading glue accurately.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture and materials in two and three dimensions. They use cardboard, bubble wrap, lentils and sandpaper to make collage work. Children enjoy music, listening to sounds and beats. They try musical instruments, saxophone, guitar. Children use their imagination in role play using for example the magnetic blocks as walkie-talkies. They use paint freely to express themselves. They use their hands and face to show their feelings.

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 improve the following:
- improve opportunities for children to links sounds to letters on an everyday basis.

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.