



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106227

DfES Number: 516988

INSPECTION DETAILS

Inspection Date 16/06/2004

Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Starcross Pre-School

Setting Address Starcross Community Rooms, Starcross School
New Road
Starcross
Devon
EX6 8QG

REGISTERED PROVIDER DETAILS

Name Starcross Pre-School 1022380

ORGANISATION DETAILS

Name Starcross Pre-School

Address Starcross Community Rooms, Starcross School
New Road
Starcross
Devon
EX6 8QG

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

Starcross Pre-School are a committee run group and operate in two adjacent porta-cabins on the school site, they have use of secure play areas and gardens within the school grounds. The setting serves the local area and nearby villages.

The setting is registered for 26 children and at present offers funded nursery education to 11 three-year-olds and 25 four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special education needs and who speak English as an additional language.

The group opens for five days a week during school terms. Sessions are from 09:00 - 11:30 and from 12:30 - 15:00 every day, children may stay for lunch club every day except on Wednesday.

Five staff work with the children, the supervisor has a qualification in early years at level 3 and three others are currently working towards a level 3 qualification.

The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

The pre-school has close links with the local schools to which the children transfer. The setting also offers a breakfast club and a holiday play scheme.

How good is the Day Care?

Starcross Pre-school offers good care for children aged between three and five years. The staff are well qualified and committed to on going professional development. There are sensible policies in place to ensure children are cared for safely and securely both inside and out of the premises.

Staff plan a varied and exciting programme of activities to promote learning through play, this is supported by a wide range of well maintained resources. The rooms are large and attractive and staff organise the space well. Staff plan effectively for the use of playground, wildlife area and sensory garden in the school grounds. The

special educational needs coordinator is experienced and works closely with parents and others to identify and meet the needs of individual children.

Children are busy and happy and have positive relationships with each other and adults. There are sensible policies in place to ensure children are safe and they are encouraged to learn good hygiene practices. Staff have a consistent approach to behaviour management and children generally behave well although at times younger children find large group activities, such as snack time, difficult. There is a clear child protection policy in place but staff are aware of the need to update their knowledge of local area child protection procedures.

The management committee support the group and encourage parents to participate in fundraising. Parents are also encouraged to join the parents rota to help at sessions. A key worker system helps keep parents well informed about their children's progress and newsletters and notice boards give clear information about activities at the pre-school.

Records and documentation are stored securely and care is taken to maintain confidentiality when sharing records with parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is a wide range of activities on offer to children to promote learning and development through play in all areas. Staff provide good resources and support to enable all children to choose and participate in activities.
- Partnership with parents is very strong. Parents are valued and welcomed in the group on a helper rota. Key workers work closely with parents to identify and meet individual children's needs.
- The premises are large and well maintained, staff have a clear understanding of health and safety issues and children are kept safe. The pre-school has access to the playground, wildlife area and sensory garden in the school grounds which offer children many opportunities for learning and play.
- The pre-school has good links with local schools and work hard to ensure that children move on to school successfully.
- There are clear policies in place to promote good health and children learn the importance of good hygiene.

What needs to be improved?

- staff knowledge and understanding of local area child protection committee procedures
- organisation of snack time to best support younger children.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
13	Ensure all staff have a clear understanding of local area child protection procedures.

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

How effective is the nursery education?

Starcross Pre-School offers good quality education and children are making generally good progress in all areas of learning. In personal, social and emotional development and knowledge and understanding of the world children are making very good progress and staff plan activities to encourage children to learn about themselves and their world. Staff plan very effectively for physical development and children are making very good progress, they enjoy making full use of the varied play space on offer.

The quality of teaching is generally good and the new staff team are developing planning and assessment to further improve the education provision. The supervisor plans for all children and shares responsibility for regular observations and assessments of children's progress with key workers. At present some staff have limited experience and knowledge of the foundation stage curriculum but are well supported by the supervisor. There is good provision for children with special education needs.

Generally children behave very well and are considerate of others. Organisation is generally effective but children spend a long time waiting at snack time and sometimes become distracted.

The leadership and management of the pre-school is very good, staff are well supported by an active parents management committee. The new group of staff have settled quickly, the supervisor is well qualified and all staff are committed to on going professional development. The pre-school have recently started a quality assurance scheme and have a clear vision of their aims for nursery education provision.

Partnership with parents is very good, parents help on a rota. The prospectus is clear and includes information about the foundation curriculum, regular notices and newsletters inform parents about current topics. Key workers build relationships with parents and give regular informal feedback about individual children's progress.

What is being done well?

- Children have good relationships with each other and adults and are developing an awareness that different people have different needs. Staff spend time talking and listening to children and generally children behave very well.
- Staff are supported very well by the supervisor and the committee and all are committed to on going professional development.
- Staff plan an exciting range of activities, both inside and out of the premises, which includes all children and offers opportunities for learning in all areas.

- The group has good links with the schools to which most children transfer.
- The good partnership with parents ensures that parents are given regular informal feedback about their children's progress and encourages them to contribute time and resources to their children's learning.

What needs to be improved?

- the development of staff knowledge and understanding of the foundation stage curriculum and the use of observations and assessments to ensure that children are adequately supported and extended according to their particular needs
- the organisation of snack time to reduce the length of time children spend waiting.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Planning has developed to include opportunities for children to develop an awareness and value of the diversity of people and their cultures and needs. The rising fives sessions have been discontinued and staff ensure that the programme on offer is inclusive for all children, although more able children are still not always sufficiently challenged. There is a well-planned and resourced programme for physical development which makes good use of the different areas within the school grounds and the pre-school garden. Children have opportunities to use a wide variety of tools and equipment through both adult led and child initiated activities. Staff encourage children to use their mathematical skills in everyday activities and children are beginning to use simple calculations in meaningful contexts. The provision for children with special education needs has been developed well and the member of staff responsible has a clear understanding, knowledge and experience of how to identify and meet the needs of individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and keen to learn, they quickly settle to chosen activities. They are confident and able to express their needs clearly. Children are developing an awareness of the needs of others and enjoy celebrating festivals from other cultures. Generally children behave very well and are learning about the effects their behaviour may have on others. They have a good understanding of how to work with others and take turns. They relate well with each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language confidently to express ideas and needs. They enjoy story time and know how to use books and they can retell their favourite stories. Most children can recognise their own names and some can write them, some children are starting to write simple words. They enjoy linking sounds and letters and using words to make rhymes. There is a good selection of books but children are not sufficiently encouraged to use them routinely for reference.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to count and use mathematical language in meaningful situations. Most children can count to five and some can count much higher, children recognise numbers in everyday activities. Some children are beginning to make simple calculations and estimates. Children use positional and comparative language in play but more able children are not always challenged to extend their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore, describe and explain their environment and experiences through visits to local facilities. They use a range of technology competently and can choose appropriate programs for the computer. They are developing a good sense of time and talk about past, present and future events. They enjoy designing and building and competently choose appropriate resources and tools and are able to explain the processes as they create representational models.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence both indoors and out. They negotiate large equipment and move in different ways. They have access to a range of equipment and bikes to develop skills. They enjoy large group games and are aware of space. Children have regular access to a wide range of tools, materials and equipment which they use independently and skilfully. Children are aware of bodily needs and are able to give simple explanations and solutions to their changing needs.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use range of materials, media and tools to explore and experiment. They enjoy role play and dressing up and enact familiar scenes and invent stories. They enjoy using musical instruments and can follow simple rhythms and tunes. They sing happily in large groups but less confident children are not always encouraged. music. Children enjoy trying new tastes and flavours and staff help children express and describe their senses and experiences.	
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 staff knowledge and understanding of the foundation stage curriculum and how to use observations and assessments to ensure that children are adequately supported and extended according to their particular needs
- review the organisation of snack time to reduce the length of time children spend waiting.

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.