



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136043

DfES Number: 517191

INSPECTION DETAILS

Inspection Date 27/05/2004
Inspector Name Linda Janet Witts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Oldland Pre-School
Setting Address The Terrapins
10 School Road, Oldland Common
Bristol
South Gloucestershire
BS30 6PH

REGISTERED PROVIDER DETAILS

Name Oldland Pre-School 1024220

ORGANISATION DETAILS

Name Oldland Pre-School
Address The Terrapins, 10 School Road
Oldland Common
Bristol
South Gloucestershire
BS30 6PH

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

Oldland Pre- School is a well established playgroup. It is situated in the Oldland Common area of South Gloucestershire. It is committee run and serves the surrounding local community. The group has sole use of the premises. The premises comprise of two terrapin classrooms, each with its own kitchen and toilet facilities and enclosed outside play areas. The outside areas include hard-surfaced areas, a grassed area and a latex safety surfaced area beneath a climbing/slide play structure.

The pre-school is registered to care for a maximum of 39 children aged between three and five years. There are currently 74 children on roll, of whom 49 are funded three-year-olds and 20 are funded four-year-olds. The group supports children with special educational needs.

Opening hours are 09:15 to 11:45 hrs and 12:45 to 15:15pm, Monday to Friday, during term-time only.

Seven members of staff work with the children, all of whom have appropriate childcare qualifications.

The playgroup is included in South Gloucestershire Education Authority's Early Years Partnership, and is affiliated to the Pre- School Learning Alliance.

How good is the Day Care?

Oldland Pre-School group offers good quality care for children. The staff team are enthusiastic, experienced individuals. They all hold level three qualifications in child care and are trained in first aid and child protection. The group is well organised; high adult: child ratios are maintained; the key carer system is implemented effectively and staff have a clear understanding of their roles and responsibilities. The premises are well maintained and attractively decorated. Clever use of space and resources has created a stimulating play environment, making excellent use of

both indoor and outside areas. The group has an excellent range of good quality equipment and resources. Records are well maintained. The operational plan, currently under development, contains clear information, although a couple of policies lack detail and parents have not been asked to give permission for staff to seek emergency medical treatment or advice.

Supervision of children is very good. Staff demonstrate safety awareness and have taken action to minimise risks within the play environment. Good health and hygiene is actively promoted. Children enjoy the excellent snacks provided.

A broad range of activities is offered during each session. Staff have an excellent knowledge of children's individual needs and offer appropriate support of children's play. Children with special educational needs are supported well. Children are happy and engage enthusiastically in both freely chosen and adult-led activities. They are well-behaved and staff foster self-esteem. Equal opportunities are actively promoted.

Parents describe staff as friendly and report that they are happy with all aspects of the care offered. Staff provide regular newsletters and share information with parents/ carers at the end of the session. Parents are encouraged to play an active role with the group through rota duties, joining children on trips and at planned social events, which are much appreciated.

What has improved since the last inspection?

At the last inspection a side gate had been vandalised and was not secure. This was repaired promptly and all outside areas were seen to be safe and secure. The action raised in relation to fire drills has been completed and fire drills are now routinely undertaken half-termly and a written record of the drills made.

What is being done well?

- Children are happy at the pre-school. They engage in a broad range of activities, showing excitement in their experiences. They enjoy exploring and investigating; using their imagination, having control over their play.
- Staff are caring and responsive to children's individual needs. They support play knowing when to play an active role and when to stand back and let children play freely. They pose questions to promote children's thinking, offer new vocabulary, talk with and listen to the children.
- The atmosphere within the pre-school is welcoming. It is clear that the group's ethos is that play and learning should be fun. The setting is attractive and space is utilised well. It is well- equipped and children are able to move freely around, accessing chosen resources, with the ability to initiate their own play.
- Children are safe and secure. Supervision is very good. Staff demonstrate safety awareness and have taken action to minimise risks within the play environment.
- Children are well behaved and staff are good role models. The atmosphere

within the group is calm and positive. Good behaviour is encouraged, with praise and encouragement offered spontaneously, fostering children's self-esteem.

An aspect of outstanding practice:

Children's snacks are healthy, nutritious and varied. The group promotes healthy eating and has achieved 'The Healthy Pre-School Award' for the past two years. Children have gained an understanding of the importance of being healthy, through planned activities. They have had good opportunities to grow salad items, prepare sandwiches with tasty fillings and enjoy eating their produce.

What needs to be improved?

- group's policies and procedures to reflect current practice and to show action to be taken in the event of an allegation of child abuse being made against a member of staff or volunteer
- procedures to request written parental permission to seek emergency medical treatment or advice.

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
14	Review group's policies and procedures to ensure that they reflect current practice; include action to be taken in the event of an allegation of child abuse being made against a member of staff or volunteer. Also request written parental permission to seek emergency medical treatment or advice.

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

How effective is the nursery education?

Oldland pre-school provides good quality nursery education overall. Children are making very good progress towards the early learning goals in all six areas of learning. Children are interested, excited and motivated to learn.

Teaching is very good. Staff are enthusiastic in their roles. They have a good understanding of the foundation stage, early learning goals and stepping-stones. They plan an excellent range of activities to promote children's all-round development, supporting children with special educational needs. The plans combine the use of both indoor and outside areas and are flexibly applied to accommodate child-initiated activities and spontaneity. Good use is made of time and resources. Staff have an excellent knowledge of individual children. They use this knowledge to help children to progress to the next stage of their learning; providing challenge through planned activities and by using questioning to promote children's thinking. Staff are observant and are continually making mental assessments of children's progress and share this within the team planning sessions. Evidence to support summative judgements is limited. Staff encourage good behaviour and foster children's self-esteem; this has resulted in a calm, happy environment conducive to children's play and learning.

Leadership and management are very good. The committee and staff are united in their desire to provide high quality education for children and are committed to improvement. The committee gives staff good access to training and offers staff support as appropriate. The group is managed well by the leaders and team spirit fostered.

Partnership with parents is very good. Parents find staff friendly and approachable. They receive good information about the planned curriculum and regularly help at sessions, which extends their understanding of how their children are learning. Staff make time to talk with parents sharing information about their children's progress.

What is being done well?

- Children are interested, excited and motivated to learn. They are confident, well-behaved and independent. They are able to select activities and resources and take control of their play, moving freely within the indoor and outside environment. Children enjoy stories, rhymes and engage in imaginative play using their own first-hand experiences and introducing a story line and characters, as they play together. They use acquired mathematical ideas competently within their play and are gaining knowledge and understanding of the world through first-hand practical activities.
- Staff are enthusiastic and experienced in their roles. They are skilled in

behaviour management; they value children as individuals, praising good behaviour, fostering self-esteem; they are themselves good role models, who help children to understand the behavioural expectations within the setting.

- Staff make good use of time and resources. Their knowledge of where children are in their learning aids the planning of a broad range of activities, which provides sufficient challenge for more able children and offer support as appropriate.

What needs to be improved?

- use of children's profiles as a means of showing children's progress over time, enabling parents to see progress clearly.

What has improved since the last inspection?

Improvement since the last inspection is generally good.

Points for consideration were to provide opportunities for children to select and choose more often from the wide range of creative materials and equipment, so that children can develop their own ideas and designs. The second point was to take up opportunities for problem-solving within sessions. In response creative resource trolleys have been introduced for children to access. Staff report that these have led to child-initiated creative activities although this was not seen during this inspection. Problem-solving was evident throughout the inspection; staff posed problems at snack-time and spontaneously during activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show interest in learning. They are curious and show persistence in activities. More confident children take a lead and are keen to demonstrate to others what they know and can do. Children are independent and well-behaved. They share, take-turns, play co-operatively and are considerate of others' needs. They understand the behavioural expectations within the setting. Children are encouraged to talk about their home and community life and show a strong sense of self within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently. They initiate conversation and use complex sentences and questions. They talk about what they are doing and use language to recall past experiences and to connect ideas. Children listen attentively to stories and join in; they enjoy looking at books, handle them carefully and understand that print carries meaning. Children ascribe meaning to marks. They hold pencils correctly and some children are able to write their own name, correctly forming some of the letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers and willingly count. Many can count irregular arrangements of objects; some counting as many as 20. Children say confidently the number that is one more than a given number, add and subtract. They use positional language and select resources by shape for tasks, talking about size, shape and quantity. Mature children confidently use mathematical ideas to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, observe, examine and manipulate objects. Local walks have enabled children to learn about their environment, identifying features of the natural world. Children show interest in the lives of others and can differentiate between past and present. They recall special events, e.g. holidays, in detail. They construct with a range of materials with a purpose in mind. Children have good opportunities to gain cultural awareness and have been introduced to the French language.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are proficient movers. They move freely with pleasure in a range of ways; they crawl, jump, hop and stretch; they run at speed, changing direction, avoiding obstacles. Children have good opportunities to move to music, climb and balance, use wheeled toys and other physical play equipment. They demonstrate fine motor skills; they manipulate small resources, use knives and scissors safely and mould malleable materials. Children show some understanding of the importance of healthy eating.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy creative experiences. They differentiate colours and have opportunities to paint, draw, print and combine media. They use their senses and describe textures and feelings e.g. at water/ sand tray, touching tactile displays. Children freely use their imagination. They engage in role-play based on their own first-hand experiences and play co-operatively as part of role play group, using resources to create props. They enjoy singing and have regular access to musical instruments.

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 key issues. A point for consideration is to:-
- make greater use of children's profiles as a means of showing children's progress over time, enabling parents to see children's progress clearly. Consider including dated specific observations, dated annotated examples of children's work, clearly referenced photographs which identify an analysis of learning, time span, adult/peer support, comments from children about their work and entries from parents.

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.