



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106297

DfES Number: 514049

INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Mary Dingley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Berrynarbor Pre-School
Setting Address	Manor Hall Berrynarbor Ilfracombe Devon EX34 9SE

REGISTERED PROVIDER DETAILS

Name	Berrynarbor Pre-School 1031351
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ORGANISATION DETAILS

Name	Berrynarbor Pre-School
Address	Manor Hall Berrynarbor Ilfracombe Devon EX34 9SE

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

Berrynarbor Pre-school was registered to provide day care in approximately 1984. It is situated between Ifracombe and Coombe Martin. The setting is open on Mondays, Tuesday, Wednesdays and Fridays from 09.00 until 12.30 term time only.

The setting offers sessional care for children aged three to five years. Currently 18 children attend the setting throughout the week. The catchment area is approximately a 10 mile radius. Children attend for a variety of sessions. Fifteen children receive funding for nursery education; nine are aged three and the others are aged four. There are currently no children attending with special needs or who speak English as an additional language.

Three staff work with the children, two of whom hold the Diploma in Pre-School Practice (DPP) or the Diploma in Childcare and Education (NNEB). Staff receive support from the advisory teacher from Devon 0-14plus.

How good is the Day Care?

Berrynarbor Pre-School provides good care for children. Children receive good support during their activities and space is well planned to provide them with a choice of quiet or active play. A welcoming environment is provided. Children's work is on display and staff ensure the room is suitably laid out and well presented for children's arrival. There is a good range of resources from which the children are able to choose. All mandatory records, policies and procedures are in place, which underpins the smooth running of the setting. However, some documentation kept is not fully in line with the national standards.

Staff are vigilant about children's safety and remind them about issues within their daily routines. Sick children are cared for appropriately within the setting and parents kept informed. Staff have regard for children's individual needs. Through good example staff ensure children have respect for each other. They are taught to say please and thank you. Staff have a good understanding of what constitutes child protection issues. However, some are unclear about their full responsibilities in this

area.

Children are confident and happy within the setting. They are aware of their routines and boundaries. Their behaviour is good. This is influenced by the calm approach of staff to the possibility of any unwanted behaviour. Children's confidence and independence are promoted appropriately within the setting. They are encouraged to make choices and develop their self help skills.

Good information is available to parents about the setting and their child's progress. Newsletters are published to keep parents up to date with events and the setting organises regular open evenings so parents can discuss any concerns they may have. Very positive verbal and written feedback is available from parents.

What has improved since the last inspection?

At the last inspection the setting agreed to address some issues that mainly related to policies and procedures. These have all been undertaken to some extent. This assists in ensuring that the exchange of information between parents and the setting is correct. Some minor issues still remain and have been reflected in one of the recommendations for this inspection.

What is being done well?

- Children are confident within the setting. Some have good communication skills and are able to talk confidently in front of a group or to an adult. Their independence is promoted through the development of their self help skills. Most children are able to attend to their own personal needs without adult support.
- Children receive good support from adults during their activities. From a good range of resources and a well presented room, they are able to make choices about their play and activities. Some enjoy the company of each other and some are happy playing on their own.
- Good information is available to parents about the setting and their child. Parents are welcomed in to assist in the care of the children on a rota basis. Parents of new children are able to stay with their child to help them settle. Very good feedback is available from parents.

What needs to be improved?

- the records, policies and procedures to ensure they are kept and written in line with the national standards and associated guidance
- staff's understanding of their responsibilities around child protection issues.

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 are familiar with national standard 13 and the latest guidance in respect of child protection.
14	Ensure all records, policies and procedures are kept and written in line with the national standards and associated guidance.

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

How effective is the nursery education?

Berrynarbor Pre-School provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. The progress towards their personal, social and emotional development as well as their knowledge and understanding of the world is very good.

The quality of teaching is generally good. Staff offer children good support by explaining activities and their expectations to them. All children are included and appropriate resources provided. Items of furniture are labelled to aid letter and word recognition and some dual language labelling is evident. Staff ask questions of the children to assess their level of understanding and the extent of their knowledge. Topics of conversation initiated by children are often extended by staff. Planning and assessments are not linked to ensure children are provided with opportunities to move them onto the next stage of learning. As a result, some older children are not always sufficiently challenged. Importance is placed on formal work sheets with a few self generated pieces of work from the children. Children's mathematical development and use of language are not fully promoted through everyday routines and activities.

The leadership and management of the setting are very good. Staff work well as a team and are aware of their individual roles and responsibilities. Staff are able to identify their own areas of strengths and weaknesses and the committee provide a training programme in order to address these. Staff appraisals are used to monitor and develop practice. Both staff and committee are aware of the areas that need developing within the setting.

The partnership with parents and carers within the setting is very good. Good information is available about the setting through newsletters and information sharing sessions. Parents contributions about their child are welcomed and valued. Good links between the setting and home are formed for children.

What is being done well?

- Children are very confident within the setting. They are happy to speak in front of the group. All children adapt well to changes in the routine. They play well together showing concern and respect for each other.
- Some children have very good communication skills. They are able to talk confidently about things that matter to them, such as their home life.
- Parents are welcomed into the setting and their contributions and knowledge about their children are valued. Good information is available and regular newsletters and information sharing sessions ensures there is a good link between home and nursery. This assists children to feel happy and comfortable.

What needs to be improved?

- the use of everyday activities and routines to promote children's mathematical development and use of mathematical language
- the attention given to the use of assessments and planning so they are both linked and used to move children to the next stage of learning
- the attention given to self generated work sheets and less importance placed on formal work sheets
- the opportunities provided for children to practice independent writing skills.

What has improved since the last inspection?

Limited progress has been made since the last inspection. Children have some opportunities to practice independent writing skills, but some remain unsure of letter formation. Planning indicates which activity relates to which area of learning, but this could be extend to include exactly what the children are intended to gain. Assessments continue to lack detail and do not cover all areas of learning. Parents are asked about their child's development on admission but nothing is recorded.

Some of the limited progress could be influenced by the fact that a new committee has been appointed since the last inspection and it is very early in the school year.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident within the setting. They play well together, being able to take turns, saying please and thank you. Most children are happy to stand up in front of the group to sing or speak. They all adapt well to changes in their routine and some are starting to form friendships at this early stage in the school year. Children's behaviour is good. This is influenced by the constant praise given to them and staff's calm approach.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children show a good interest in books, being able to hold them correctly and turn the pages from front to back. Most children are able to talk about their activities to each other and adults. Some older children have very good communication skills being able to give clear instructions to familiar places. Some children are not confident that writing goes from left to right across the page. There are limited opportunities for children to practise their independent writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to distinguish between small, medium and large and recognise given shapes such as triangle, square, rectangle. Although children seldom use positional language, a few understand the concept of placing one object beside another. A few children are able to recognise a familiar number such as their birthday, but some older children are unable to recognise numbers from 0 - 10 out of sequence. Most children found difficulty in forming a circle when asked to by staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Most children can competently use the mouse on the computer. Some older children are very aware of their local environment and that animals go to see vets and people go to doctors. All children show a good interest in how things happen and look forward to seeing the finished product when they are making something. For instance when making and cooking pizzas. Staff ensure children learn about their local community through planned activities and visiting speakers.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children are able to use a range of movements hopping, jumping, tip toeing, and stop when required. Most children have good hand and eye co-ordination being able to use large and small equipment such as scissors, pencils and paint brushes. Most children are able to construct recognisable shapes with, and some without adult support. Staff mention that their hearts beat faster after exercise, children took little notice of this. Most children lack an awareness or concept of space around them.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Some older children are able to construct objects or use role play to make up their own stories. Most children enjoy singing and join in with their favourite songs, being able to sing loudly or quietly as asked. All children enjoy playing with different media to make things. Children rarely make up songs or sing to themselves. Music is planned into the curriculum, but there is no free access to musical instruments, which is a valuable creative opportunity.	

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

- use everyday routines and activities to promote children's mathematical development and use of mathematical language
- ensure assessments cover all areas of learning and are used to inform planning, which needs to identify how children will be moved onto the next stage of learning.

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.