



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109984

DfES Number: 512807

INSPECTION DETAILS

Inspection Date 16/09/2004
Inspector Name Deborah, Jean Watton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Badger Farm Pre-School Playgroup
Setting Address Badger Farm Road
Winchester
Hampshire
SO22 4QB

REGISTERED PROVIDER DETAILS

Name The Committee of Badger Farm Pre-School Playgroup

ORGANISATION DETAILS

Name Badger Farm Pre-School Playgroup
Address Badger Farm Road
Winchester
Hampshire
SO22 4QB

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

Badger Farm Pre-school opened in 1986. It operates from three rooms in Badger Farm Community Centre. The pre-school serves mainly the local area.

There are currently 39 children from 2 to 5 years on roll. This includes 20 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:30 until 12:00 (all year) and from 12:30 until 15:00 (spring and summer terms only).

Four part-time and two full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Badger Farm Pre-school provides good quality care. Staff regularly update skills and knowledge through training and are currently working towards accreditation with the Pre-School Learning Alliance. Staff make good use of space indoors and outdoors to provide separate areas for different types of play. They maintain a high staff:child ratio with a maximum of six children to each member of staff. Children have easy access to a wide range of well-maintained resources and enjoy seeing their artwork displayed. Most documentation is in place and parental confidentiality is maintained.

Staff are very aware of safety issues, carrying out regular assessments of the setting, however, security of the premises needs to be improved. Staff talk to children about fire safety and practise fire drill regularly. Staff act as role models, demonstrating good hygiene practices and teaching children the importance of good

personal hygiene routines. They talk to parents about dietary requirements in order to cater for individual needs. Staff work closely with parents and outside agencies to support children with special needs. Parents are provided with a leaflet explaining child protection.

Staff provide a well balanced programme of activities which enable children to develop their knowledge and understanding. Staff interact skilfully with children to encourage them to try new things and develop their skills. They listen to what children say and encourage them to discuss their feelings and ideas. Resources include a good range of posters, books and toys reflecting positive images of gender, culture and disability. Children learn the codes of practice for being part of a group and behaviour is very good.

Staff develop positive relationships with parents who are well informed about the setting through welcome packs, newsletters and notice boards. Parents receive regular information about their child's development and discuss play plans with their child's keyworker.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff create a warm, welcoming environment where children are encouraged to explore their surroundings and make choices about what they do.
- Staff plan and present a stimulating range of activities. They provide challenges for more able children whilst supporting children who are less confident.
- Staff employ effective strategies for behaviour management which take account of each child's age and understanding. Children respond well to praise and encouragement and behaviour is very good.
- Staff develop good, open relationships with parents who receive clear information about the setting and are encouraged to play an active role as parent helpers, committee members and fundraisers.

What needs to be improved?

- safety precautions, to ensure the area used by the pre-school is secure
- documentation to include written permission from parents to seek medical advice or treatment

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
6	Make sure the premises are secure so that children are unable to leave them unsupervised and non-vetted adults are unable to gain access without supervision.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Badger Farm Pre-school provides nursery education which is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals in all six areas of learning .

The quality of teaching is very good. Staff work well as a team, moving throughout the setting to support children at their chosen activities. They work closely with parents and outside agencies to support children with special needs. They create a calm environment where children feel valued and are keen to learn. Children co-operate in their play, confidence and self-esteem are high and behaviour is very good. Staff have a sound understanding of the foundation stage of learning. They provide activities which enable children to develop their skills and understanding.

Leadership and management of the setting are very good. Clear communication enables the staff team to provide a stimulating, well balanced programme of activities. Staff assess and evaluate what they do in order to monitor and improve their provision of nursery education. There are effective strategies in place for staff development and training is actively encouraged. Staff are demonstrating their commitment to improving care and education for all children as they work towards accreditation with the Pre-school Learning Alliance.

The partnership with parents and carers is very good. Parents are provided with comprehensive information about the pre-school through welcome packs, newsletters, notice boards and a resource box. They are informed about their child's development through informal and formal discussions with staff. They receive a termly summary of the six areas of learning and an individual play plan for their child. Parents are invited to share what they know about their child when they start at the pre-school and throughout their stay. Parents are encouraged to play an active role in the setting as parent helpers, committee members and fundraisers.

What is being done well?

- Staff place high importance on children's personal, social and emotional development. They support children as they become more confident and independent. Children feel valued by staff who listen to what they have to say, self-esteem is high and behaviour is very good.
- Staff work well as a team to plan and provide a stimulating environment where children are keen to learn. They know each child well and tailor activities to meet each child's developmental needs.
- The supervisor and committee work closely together to ensure staff update qualifications and improve procedures as necessary to create a setting where children are able to develop their potential.

- Staff develop positive relationships with parents who feel welcomed into the setting and fully involved in their child's care and development.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the planning system, to show more clearly how activities address each of the stepping stones and how staff use planned activities to extend skills and vocabulary with particular regard to younger children

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Staff now provide extra challenges for the more able children. Additional staff training and development of more structured afternoon sessions have enabled staff to plan activities which encourage each child to develop their potential.

The setting has improved the keyworker system and are recording more observations of children's achievements. They use these records in conjunction with the Hampshire County Council record of achievement to provide a comprehensive assessment of each child's abilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning, making choices about what they do. They are confident and enjoy trying new activities. They develop good relationships with adults and other children, learning to be sensitive to the needs of others. Behaviour is very good with children learning the rules of the setting, sharing and taking turns. Children are supported as they develop independence in their personal care. They dress and undress themselves, choose snacks and select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language develops well as they express their ideas during role-play and storytelling. They enjoy books and listen avidly to stories. They begin to link sounds to letters and understand that print carries meaning. Children have many opportunities to practise making marks and early writing skills, for example, they pretend to write during imaginative play. More able children learn to identify and write letters with many recognising and writing their names and simple words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use numbers in everyday situation and enjoy singing number rhymes and songs. Many children recognise numerals one to nine and count confidently to ten. They are introduced to the language of addition and subtraction in meaningful ways, for example, during cookery activities and at snack time. Children learn about shape, position, size and quantity through activities like sand and water play and as they build models with construction toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate their surroundings. They talk in detail about themselves and the world around them. They learn about everyday technology using calculators, tape recorders and programmable toys during their play. They also have access to a range of computer programmes. They learn about their local environment through topic work, outings and visitors from the local community. They celebrate and discuss different beliefs and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good sense of space, moving confidently during physical activities, for example, playing with tricycles, hoops, beanbags, bats and balls. They learn about their bodies and staying healthy through discussion and topic work. They enjoy using an attractive range of large equipment, both indoors and outdoors, for climbing and balancing. They confidently use tools like pens, pencils, paintbrushes, glue sticks and scissors during everyday art and craft activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy daily opportunities to select materials and create pictures and models to their own designs. They enjoy participating in music sessions and have built up a repertoire of songs and action rhymes. They are encouraged to use their imagination and express their ideas through story telling and role-play activities, for example, they create a hospital. They respond with all their senses to experiences like tasting and smelling food and touching a range of contrasting textures.

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, but consideration should be given to improving the following:
- further develop the planning system to show more clearly how planned activities address all the stepping stones and how staff use activities to extend skills and vocabulary with particular regard to younger children

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.