



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 142775

DfES Number: 521821

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cygnet Community Pre-School
Setting Address Ditton Street
Ilminster
Somerset
TA19 0BL

REGISTERED PROVIDER DETAILS

Name Cygnet Community Pre-School 1052251

ORGANISATION DETAILS

Name Cygnet Community Pre-School
Address Ditton Street
Ilminster
Somerset
TA19 0BL

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

Cygnet Community Pre-School opened in 1992. It operates from a detached building in the grounds of Swanmead Middle School near to the centre of Ilminster. Children attend from Ilminster and surrounding villages.

There are currently 60 children from two to five years on roll. This includes 23 funded three-year-olds and 16 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. There are no children attending who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:00 to 15:00.

Seven part-time staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. All staff regularly attend on going training. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Cygnet Community Pre-school offers good care for children aged between two and five years. The staff are well qualified and committed to on going professional development. They plan a varied and exciting programme of activities to promote learning through play supported by a wide range of well maintained resources. Some resources are made by the staff and are of high quality. Staff plan activities for children to experience different tastes and gain a knowledge of other peoples lives. There is a clear operational plan in place but staff are not always clear when policies and procedures are reviewed and updated.

The premises are well organised to provide for a range of activities and the children can use facilities at the local school. Children are encouraged to select activities and are learning important life skills. The special education needs coordinator is well qualified 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. Healthy and nutritious snacks and drinks are provided and the particular dietary needs of children are identified and met. Staff have a consistent and sensitive approach to behaviour management and help children learn how to resolve difficulties, children generally behave very well.

The management committee support the group with fundraising and parents are involved. There is good partnership with parents who are encouraged to join the parents helper rota and contribute skills and resources. Parents are kept informed about their children's progress and newsletters and notice boards give clear information about activities at the playgroup. Records and documentation are stored securely and are made available to parents, staff have a clear understanding of how to maintain confidentiality.

What has improved since the last inspection?

Good progress has been made to address the issues raised at the last inspection. Parental consent for the administration of medication is obtained and included with the medication records book. Parents consent to seek emergency medical treatment is included in the child's registration form. There is a clear procedure in place in event of a child becoming lost.

What is being done well?

- Staff are well qualified and committed to on going professional development.
- There is a range of interesting activities planned to promote learning through play, children choose their own activities and are well supported by high ratios of staff to children.
- Healthy and nutritious snacks and drinks are provided for children.
- Staff provide a range of well maintained resources to support learning. Some resources are home made and of high quality.
- Staff have a consistent and sensitive approach to behaviour management and children generally behave very well.
- There is good partnership with parents who are provided with clear information about the setting and their children's progress.

What needs to be improved?

- staff knowledge and implementation of renewed and updated policies and procedures in the operational plan.

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
2	Ensure all staff have a clear understanding of all policies and procedures in the operational plan when reviewed and updated.

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

How effective is the nursery education?

Cygnets Community Pre-school provides good quality education for children. Children are making generally good progress in all areas and very good progress in personal, social and emotional development and knowledge and understanding of the world. The planning for knowledge and understanding of the world is particularly good with exciting activities to promote children's understanding.

The quality of teaching is generally good with clear planning to ensure coverage of all areas of learning. Staff make regular observations of children's progress but assessments are not clearly used to identify next steps in learning for children which leads to some missed opportunities to challenge more able children. The emphasis on learning through play means that children choose and initiate their own activities. There are high quality resources which children can access independently. The provision for children with special education needs is very good. Staff work closely with children to help them manage their own behaviour and generally they behave very well.

Leadership and management is generally good and staff are well supported. Regular staff meetings ensure staff are aware of the needs of all children. The committee supports the staff with clear management and fundraising and works with the play leader to carry out staff appraisals to identify training and development needs of staff. Although the staff are committed to providing good quality nursery education there is no formal system of monitoring or evaluation of nursery education at the moment.

Partnership with parents is very good and parents are welcomed and encouraged to support and contribute skills and resources to the pre-school. There are regular opportunities for informal feedback of children's progress and formal parents evenings are held twice a year. The prospectus includes clear information about the foundation stage curriculum. The group has close links with the schools to which most children transfer.

What is being done well?

- The range of activities offered, especially those planned to extend children's knowledge and understanding of the world.
- Partnership with parents is very good and parents are welcomed to contribute skills and resources. Staff work closely with parents to ensure they have good information about the pre-school and their children's progress.
- Staff have close relationships with children which enable them to become confident and develop good independence skills. Children are beginning to understand how their behaviour affects others and they generally behave very well.

- There is good provision for children with special education needs, staff have experience of working closely with parents and other professionals to identify and meet the needs of individual children.
- A wide range of resources, including high quality home made resources, to support learning in all areas.

What needs to be improved?

- the system of observation and assessment of children's progress to identify next steps in learning
- the use of assessments to inform planning to ensure sufficient challenges are planned and identified for individual children
- the system to monitor and evaluate the provision for nursery education.

What has improved since the last inspection?

Very good progress has been made to inform parents about the foundation stage curriculum and how it links with the reception year at school, parents are able to describe how children will progress into the reception year building on learning in pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to learn and staff encourage children to make choices and learn about self care. Staff build good relationships with children and spend much time listening and talking with them. Children behave very well and staff help children learn how to deal with others in a positive manner. There are opportunities for children to learn about other people's cultures and they are beginning to understand that different people have different needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children express themselves well and talk happily to staff and other children, staff help children question, extend vocabulary and express ideas. There are good examples of labelling around the room and children are encouraged to write their own names, although this is not extended to challenge more able children. Most children are able to recognise their own names and all enjoy story time, the book corner is well used. Children use variety of mark making implements in everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to 5 and are beginning to recognise numerals, some children can count beyond 20. Staff use everyday activities such as cooking, role play and construction toys to develop understanding of quantity, shape, size and comparisons. Children enjoy table top and computer matching games and use mathematical thinking to solve problems in construction and role play. 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 and experiment with resources and materials. They are able to give simple explanations for how things work. They have free access to a computer and other programmable toys. Children are developing a sense of time and can talk about past, present and future events. Children enjoy growing and observing plants in their garden. They have visitors to talk about their lives and jobs and enjoy outings to local services.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and have a good awareness of others. They use the swimming pool in the local school. They enjoy playing with large and small equipment and staff plan for physical activities during each session. However more able children are not always encouraged to extend skills. Children learn about their bodies and their physical needs. They use different tools and materials with increasing control and are becoming aware of safety issues.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are encouraged to develop their own ideas in role play and games. Staff provide good resources and help children explore feelings and thoughts. Children have good imaginations and are able to act out stories. Staff plan many opportunities for children respond to new experiences and link with other areas of learning. Children and staff enjoy singing and making music however, access to musical instruments is mainly through planned activities.

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

- further develop the system of observation and assessment of children's progress to identify next steps in learning for individual children
- use assessments of children's progress to inform planning and ensure there are sufficient challenges for all children
- implement a system to monitor and evaluate the provision for nursery education

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.