



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511121

DfES Number: 523863

INSPECTION DETAILS

Inspection Date	03/02/2004
Inspector Name	Caroline Hearn

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pied Piper Pre School
Setting Address	Methodist Church Hall Chapel Street Thatcham Berks RG18 4QL

REGISTERED PROVIDER DETAILS

Name	The Committee of Pied Piper Pre School
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ORGANISATION DETAILS

Name	Pied Piper Pre School
Address	Methodist Church Hall, Chapel Street Thatcham Berkshire RG18 4QL

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

Pied Piper Pre-School is run from the Methodist Church in Thatcham. The group has use of the main hall attached to the church. Children attending the pre-school come from the local community and surrounding areas.

There are currently 48 children on roll. This includes 36 funded three year olds and 5 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. No children currently attending speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09:20 until 11:50 and from 12:20 until 14:50 on Mondays and Tuesdays. On Thursdays and Fridays they open 09:20 until 11:50.

Four part-time/full-time staff work with the children. One member of staff has a recognised early years childcare qualifications. Three staff members 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 (E.Y.D.C.P).

How good is the Day Care?

The over all quality and standard of day care is satisfactory. Staff are deployed effectively and work well as a team. This ensures the children are offered continuity of care. The group has a large selection of well maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged. The group has a varied selection of resources, which reflect positive images of culture, ethnicity, disability and gender. These are used appropriately during planned activities to ensure the children obtain a good understanding of our diverse society. All of the relevant documentation is in place although in places this lacks certain detail.

The group have good safety arrangements in place and the reasons for these are

explained in an age/stage appropriate way to the children. They maintain clear information regarding each child and staff have clearly taken the time to get to know all the children present. This is reflected in the type of individual care offered to the children. Snack times are generally a social time, however they are not always presented in a manner which encourages good eating habits.

Planning and preparation is well thought through and this results in the children being offered appropriate activities and gaining as much as possible from them. The staff are consistent in their method of behaviour management. This ensures that the children have clear boundaries. The staff consult with parents about the need for any special services and equipment for children who have a special need. This helps to ensure the on going development of special needs children who attend the setting.

Time is made at the end of each session for staff to talk to parents regarding any concerns and to discuss their child's day and achievements. All the relevant policies and procedures in place and are shared with the parents.

What has improved since the last inspection?
Not applicable as transitional inspection.

What is being done well?
<ul style="list-style-type: none">● The group has a large selection of well-maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged.● The staff have a clear understanding of health and safety issues and ensure this knowledge is put in to practise during direct work with the children.● All children are included and their differences are acknowledged and valued.● Children with special needs are provided with relevant activities and play opportunities that promote their welfare and development.

What needs to be improved?
<ul style="list-style-type: none">● qualifications of staff to ensure standards are met.● equipment used at snack time, to encourage good eating habits.● documentation to ensure, registers show hours of attendance for children.

Outcome of the inspection
Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Develop and implement an action plan that ensures that training and qualification requirements are met	15/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Ensure children have appropriate equipment, such as plates at snack time.
14	Ensure registers show hours of attendance for children.

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

How effective is the nursery education?

Pied Piper Pre-school offers good quality pre-school education where the children make generally good progress towards the stepping stones and early learning goals. They make very good progress in, mathematics, knowledge and understanding of the world, physical and creative development. They are making generally good progress in personal social and emotional development and communication language and literacy.

Teaching is generally good. Staff work well as a team with clearly defined roles. They have good knowledge of the stepping stones and use this to plan a varied selection of appropriate activities. All activities are evaluated and these evaluations are taken in to consideration when undertaking future planning. Staff do not always ensure children have time to consolidate their learning. This results in them not gaining as much as they could from some activities. There is an effective system in place to provide support for children with special needs. Staff are aware of the need to act as positive role models and are consistent in their method of behaviour management. This ensures that the children have clear boundaries. Children's independence is not always fully encouraged therefore children have missed opportunities to learn to do some simple tasks for themselves. Staff complete regular observations of the children's achievements and these are clearly documented and used for planning individual development.

Leadership and management is very good. The supervisor and chair person have clearly defined roles and work well to support both each other and staff.

Partnership with parents is very good. Parents are kept well informed regarding the setting and their child's progress and achievements. Both formal and informal time is made for the parents to discuss their child's on going development. Staff have worked hard to create a warm and welcoming environment for the children and their parents.

What is being done well?

- Children show good concentration skills and express their ideas confidently to adults.
- Children engage confidently in imaginative role play activities.
- Staff have a good understanding of the foundation stage and this is clearly evident in their planning.
- Parents are kept well informed regarding their children's progress/achievements and are encouraged to be actively involved in their children's learning.
- Staff work well as a team and have clearly defined roles and responsibilities.

What needs to be improved?

- opportunities for children to increase their independence.
- opportunities for children to practise writing their name.
- opportunities for children to consolidate what they have learned.

What has improved since the last inspection?

The group has made very good progress since their last inspection and have clearly implemented their action plan.

Parents are provided with clear information regarding the foundation stage curriculum in the parents policy/procedure document and a copy of this is given to every parent.

Staff use effective methods of questioning to encourage the children to question how things work.

The group has a good selection of mathematical resources and uses these effectively during planned sessions with the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to confidently select and appropriately use resources to develop their own ideas. Children are clearly aware of the needs of others and that their actions have consequences. Staff praise children for their efforts. Which helps to build their self confidence, self esteem and good behaviour. Children's independence is not always fully encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident and engage easily in conversations with each other, staff and visitors. Children listen well and respond to stories, enjoying visual props to aid their learning. Children are keen to learn new words, sounds and extend their vocabulary. They are not always encouraged to practise writing their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can clearly count up to ten and beyond with understanding. Children are appropriately using mathematical language such as more and less in everyday situations. They are able to use correct terms to describe and compare shape, position, size and quantity. They are also beginning to show confidence when offering solutions to mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are making very good progress in their knowledge and understanding of the world. Children are learning about the world through planned and appropriate practical experiences. They are offered a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. They have an understanding of their own culture and are learning about others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are offered a varied selection of activities including planned physical education sessions to encourage this. Due to this they are able to negotiate space successfully when playing racing and chasing games with other children. They are able to move confidently and freely around the environment, with an awareness of others. Children are developing good small and gross motor skills using a range of resources.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to engage confidently in imaginative role play using a variety of different props. Children are given plenty of opportunities to explore and experiment using a variety of different textures and media in their art and play activities. There are good opportunities for children to select their own materials, resources and tools when taking part in craft 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

- Key issues.
- provide further opportunities for the children to develop their independence skills.
- provide further opportunities for children to practise writing their name.
- ensure that following an activity children are given sufficient opportunity to consolidate what they have learned.

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.