



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509092

DfES Number: 517331

INSPECTION DETAILS

Inspection Date 07/07/2003
Inspector Name Anna-Marie Moyse

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gorran Pre-School
Setting Address Gorran Pre-School
Gorran
St. Austell
Cornwall
PL26 6LH

REGISTERED PROVIDER DETAILS

Name The Committee of Gorran Pre-School Committee 1032416

ORGANISATION DETAILS

Name Gorran Pre-School Committee
Address Elliott Hut, Gorran School
Gorran
St Austell
Cornwall
PL26 6LH

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

Gorran Pre School Hedgehogs is a well established pre-school, managed by a parent committee. It operates from an Elliot hut in the grounds of Gorran Primary School. The pre-school has a self contained unit with it's own toilets and secure outdoor play area. Children who attend are from the local rural area.

The pre-school is registered to care for 16 children aged two to five years. There are currently 11 children on roll. This includes two funded four year olds and five funded three year olds. Children attend for a variety of sessions. The group supports children with special needs and would support children who speak English as an additional language.

The group opens on Monday, Wednesday, Thursday and Fridays during the school term. The sessions are from 9.00am to 12.00 noon.

Three staff work with the children. All staff are currently on training programmes to achieve level three qualification in childcare. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and from Pre School Learning Alliance Development workers. The setting also have close links with Gorran Primary School.

How good is the Day Care?

Gorran Pre School Hedgehogs provides satisfactory care for children.

The staff at the pre school provide a high standard in children's care with regard to their safety, health and hygiene. Children are well supervised at all times and staff promote good hygienic routines which children have adopted.

The self contained unit provides a suitable environment for the setting to operate which is welcoming and child friendly. However there are areas of the building which are in need of some repair and redecoration. Some equipment also needs to be reviewed.

Children are offered a variety of activities and opportunities to play. However, with the broad age range attending the setting consideration should be given to ensure that all children are provided with opportunities to continue to learn at their individual level.

Parents are very involved with the group. The management committee is formed from parents and a parent rota is offered, giving parents a variety of ways to be involved in the group. Staff ensure that parents are informed of activities and special events.

What has improved since the last inspection?

At the previous inspection the setting was required to produce an action plan demonstrating how the supervisor would meet the qualification standard. This was produced and the staff member is nearing completion of the require course.

Actions were raised to make a telephone available in the playroom; to make the floor covering safe; the setting to maintain a fire log book and to ensure that cleaning materials were not a hazard to children. All of these actions have been completed satisfactory.

However there are three actions which have not been completed. The setting was to maintain and keep records and documentation on staff; obtain permission from parents to seek emergency medical advice or treatment and to ensure that parents are informed about the procedure to make a complaint, including the relevant contact details for Ofsted. The completion of these actions will improve the organisation of the setting

What is being done well?

- Children are well behaved and have formed good relationships with other children and adults at the setting. (Standard 11)
- Children and staff have good hygiene standards. Children are confident to attend to personal hygiene independently. (Standard 7)
- The setting works well with parents. Staff care for the children in line with the parent's wishes. (Standard 12)

What needs to be improved?

- activities and grouping of children are reviewed to ensure all children benefit from a balanced programme of activities which develops children's learning through play opportunities (Standard 3, 9)
- furniture and activities to be provided at a height for children to access comfortably (standard 5, 9)
- the records and documentation required for the efficient and safe management of the provision, to include, evidence of staff checks and

details, committee checks and details, policies and relevant consent from parents.

- (Standards 1,2,7,14)

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

Std	Recommendation
2	record details of all staff and adults when present at the setting, including times of arrival and departure.
3	review activities, especially snack and story time, to ensure they are used to meet children's individual needs and develop their learning
5	ensure that furniture and activities are provided at a comfortable height for children
14	ensure that all records relating to day care activities, including clearance documentation, are readily accessible on the premises and available for inspection at all times
2	ensure all staff details and records are available and ready for inspection
4	ensure all areas are well maintained and decorated.
1	ensure that all staff and committee members complete relevant documentation to clearly inform Ofsted of all changes in persons caring for children.
3	ensure children have opportunity to be able to explore and express their own ideas creatively.
7	ensure parent's give written consent for staff to seek emergency medical advice or treatment.

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

How effective is the nursery education?

Gorran Preschool is a friendly small rural group. The overall quality of the nursery education provision has significant weaknesses. Children make generally good progress in personal, social and emotional development and there is a generally good partnership with parents.

There are significant weaknesses in teaching. There are some good interactions between staff and children, but too often the older children are in a large group which includes much younger children, for example, during outdoor play and story time. This limits the opportunities they have with staff to engage in further discussions and make good and extended use of the activities on offer. There is little evidence of chances for children to develop mathematical and language and literacy skills through play. Record keeping is not yet effective in confirming all children receive a balanced range of learning experiences and are making progress in all areas. Assessments of individual children's progress are not effective in influencing plans. Medium term planning is not reflected in the weekly plans, which in turn are not followed by the staff. Staff are currently attending training to improve their knowledge of childcare and education.

There are significant weaknesses in leadership and management. The group is run by a voluntary committee which has changed completely since the last nursery education inspection, as has the staff team. Key issues from the last inspection have not been addressed and the group does not evaluate its own strengths and weaknesses. Staff are currently attending training to achieve the National Vocational Qualification in Childcare and Education level 3.

There is a generally good partnership with parents and carers. They are made welcome and feel involved in the group and are kept informed of each term's planning. The file for parents, about learning objectives, needs some updating and staff are aware of this.

What is being done well?

- Staff are enthusiastic and are attending training to develop their knowledge and skills.
- Children are happy and confident and are learning to care for each other.
- Parents and carers are welcomed and well informed of the next term's planning.

What needs to be improved?

- children to be grouped effectively to ensure all children receive a balanced

curriculum and make good use of a range of activities and equipment.

- assessments to be developed in respect of the children's learning and progress to influence plans and the effectiveness of short term plans
- the inclusion of chances for children to develop language, literacy and mathematical skills through play
- opportunities for parents to contribute to the assessment of children to be provided

What has improved since the last inspection?

The preschool has made poor progress since the last inspection and significant weaknesses in teaching and learning remain. There were three points for consideration at previous inspection. The first point was that planning should be refined and targeted towards specific learning outcomes to ensure all areas of learning, especially language and literacy, are met. Although helpful advice has been given by the Early Years Development and Childcare Partnership this has not been put into daily practice and the children's access to resources for literacy are restricted. Planning has not been reviewed to ensure the inclusion of all the six areas of learning and consideration has not been given to the assessment of the children's learning and progress. Assessments do not influence planning to enable the children to learn in a constructive way.

The second point required staff access a special needs course to familiarise them with the individual stages of the Code of Practice. Staff are currently attending training and hope to achieve the National Vocational Qualification in Childcare and Education at level 3 which will include special needs training. All staff intend to attend a special needs course, which will familiarise them with the individual stages of the Code of Practice, in the near future.

The final point for consideration was to provide opportunities for parents to contribute to the assessment of children. As children enter the group parents complete an entry profile. An open evening for parents was held to discuss children's progress but was only partly successful as not all the parents attended. Staff are to continue to provide differing opportunities for parents to contribute to their children's assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children are confident and manage routine tasks, such as hand washing, independently. Children co-operate with each other and concentrate well in small groups, such as working on the computer. Behaviour at these times is good but deteriorates in large group situations, such as outdoor play, when lack of structure allows some children to lose interest and become disruptive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy is limited by significant weaknesses. Children use language well to communicate with each other and staff. They recognise their names at snack time but have limited access for mark making in imaginative or general play, such as writing names onto paintings. Records contain only formal work sheets. Grouping at story time does not allow older children to concentrate and listen as the younger children become restless and disruptive.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in mathematical development. Several opportunities are used to encourage counting skills. During large group activity some children can recognise numerals and count to ten but there is no extension through play activities such as sand or outdoor play to discuss size, position or quantity. Opportunities are missed to extend the children's learning in a practical way when a discussion about breaking biscuits to increase the total number was directed by a child.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in knowledge and understanding of the world has significant weaknesses. They use the computer with co-operation and enjoyment. Development of children's sense of time and place is not extended, such as discussing the previous days trip. When interest was shown in a worm this was not extended, such as providing a magnifying glass. There is a limited range of provision to build and construct with no choice of resources to shape or join materials freely accessible.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in physical development has significant weaknesses. Children are aware of space and take care not to harm others. Outdoor activities are limited for the more able and physically bigger children, and are generally not used to foster learning and development. Healthy snacks are not always provided and the effect of food on the body, such as growing healthy bones and teeth, is not discussed. Small skill development such as scissor or pencil use is limited.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in creative development has significant weaknesses. They enjoy the use of paint and glitter and can recognise accidental secondary colour mixing. Children do not spontaneously engage in role play although this features strongly in the group planning. The majority of displays are staff designed and adult directed. Children have limited chances to freely express their ideas and make resource choices.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that the grouping of children allows them all to receive a balanced curriculum and make good use of a range of activities and equipment
- Use assessments to influence planning and review the effectiveness of short term plans to ensure these include chances for children to develop language, literacy and mathematical skills through play
- Provide opportunities for parents to contribute to the assessment of 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.