



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113754

DfES Number: 582380

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Lisa Jane Cupples

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Thakeham Pre-School
Setting Address Thakeham Pre-School
Thakeham Village Hall
Thakeham
West Sussex
RH20

REGISTERED PROVIDER DETAILS

Name The Committee of Thakeham Pre-School

ORGANISATION DETAILS

Name Thakeham Pre-School
Address Thakeham Village Hall
Thakeham
West Sussex

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

Thakeham Pre-school opened in 1990. It is a community group managed by a committee. It operates from the village hall, in Thakeham, a rural village in West Sussex. The pre-school serves the local community and surrounding areas.

The pre-school is registered to provide care for 22 children aged from 2 years to 5 years. There are currently 22 children on roll. This includes 10 funded 3 year olds and 6 funded 4 year olds. The setting currently supports children who have special needs, are bilingual or have English as an additional language.

The pre-school opens 5 days a week during school term time only. Sessions are from 09:30 to 12:00 and on Tuesday 12:30 to 15:00. Children attend a variety of sessions.

There are 6 full time and part time staff who work directly with the children. There are 3 members of staff have early years qualifications to NVQ level 2 or 3. There are 2 members of staff are currently working towards early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and currently working towards accreditation with the West Sussex Quality Kite Mark Scheme.

How good is the Day Care?

Thakeham Pre-school provides good quality care for children. The daily sessions run smoothly and are well-organised. Staff attend training courses and workshops to ensure practice is up-to-date. The setting is warm and welcoming, the children settle quickly on arrival. The equipment provided helps to ensure the children are fully occupied, challenged and stimulated throughout the day. Most paperwork is in place and maintained to a high standard, however, some amendments are needed.

The setting provides a safe and secure environment for the children, however, the safety of one fire exit needs to be addressed. Good hygiene practice is in place and the children are encouraged to wash their hands at appropriate times. All allergies,

medical and cultural needs are recorded to ensure the parents wishes are respected. Snack time is used as a social event and healthy eating is promoted. Staff have a very good understanding of equal opportunities and child protection procedures.

The staff have a clear understanding of the developmental needs of children. This enables them to provide ample opportunities for the children to make progress in all areas. The setting has experience of working with children who have special needs, are bilingual or have English as an additional language. Behaviour management is consistent and the children understand the rules.

Partnership with parents is strong. Information about the children's achievements and progress is shared well. Keyworkers are available daily and written termly reports are produced. Parents have access to the children's records on request. The notice board, newsletters and the group portfolio helps to keep the parents informed. The setting provides a caring and supportive environment for the children and their families.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff interact extremely well with the children. They provide additional resources to extend the children's learning and offer extra support or assistance when required. Staff ask open-ended questions, encouraging the children to think and contribute their own ideas. This enables the children to feel valued and respected in the setting.
- The extensive range of equipment and resources are set out at a low-level. This enables the children to self-select the activities and materials, developing their independence. Children are able to extend their ideas, for example, developing and expanding the role-play into a large scale wedding where most of the group participated.
- Snack times and the lunch club are well organised and provide children with the opportunity to develop and use their social skills. They are able to serve each other on a rota system. A wide selection of healthy and nutritious snacks are provided, often incorporating food from other countries and cultures as part of the theme.
- Staff take the time to get to know the children and their families well. This enables them to create a balanced programme, designed to meet the individual needs, age and understanding of each child. Children use a diverse range of multi-cultural resources during role-play and free-play. This helps to develop the children's understanding of the world around them.
- The setting incorporates specific strategies and activities into the daily routines to support the needs of individual children. The Senco liaises well with the parents and other professionals to ensure the right programme is

delivered. Individual play plans are drawn up in partnership and realistic, achievable targets are set for each child. This ensures they are able to participate fully in all the activities and routines of the group.

What needs to be improved?

- the safety of the rear fire exit
- the details included in the complaints procedure for parents
- the content of the policies and procedures to ensure they reflect the individuality of the group.

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	Ensure the fire exits are kept clear at all times.
12	Ensure the complaints procedure includes Ofsted's contact details.
14	Review the policies and up date them to reflect the settings individual needs.

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

How effective is the nursery education?

Thakeham Pre-school provide acceptable nursery education of good quality. Children are making generally good progress towards the early learning goals. Progress in knowledge and understanding of the world, creative and physical development is very good.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. They know what they expect the children to gain from each activity. Some unwanted behaviour that is not observed prevents a few children from completing tasks. The staff effectively question the children and are able to cater well for the individual ages and understanding of the children. A strong special needs programme is in place to provide support and the setting liaises well with other agencies. The daily routines and staff deployment help to provide a stimulating environment for the children.

The leadership and management of the setting is very good. The strong parents committee work well with the staff team to provide a stable working environment. Clear roles and responsibilities enable the staff to focus on individual duties. Staff appraisals and activity evaluations are used to continually adapt, review and develop the quality of the setting. Staff see the inspection process as a positive way to ensure the group continues to move forward, improving the care and education for all children.

Partnership with parents is generally good. Parents receive a detailed prospectus and are aware of the policies and procedures. Information about the children's progress is shared daily and the parents have access to their children's records at any time. The newsletters, notice board and parents evenings help to keep them informed. However, the curriculum planning is not displayed for the parent's information and they do not currently have the opportunity to make written contributions about their children's learning at home.

What is being done well?

- Staff provide additional resources and extend the children's imaginations at every opportunity. Role-play scenarios are developed with appropriate staff interaction, for example, the children dress-up as brides and talk about weddings. Staff encourage the children and the activity grows to include writing invitations, choosing songs, taking photographs and setting up the seating arrangement for 'the church'. Children are engrossed in the role-play and their vocabulary is extended.
- The setting makes very good use of the local environment. Children are curious and ample opportunities are provided for them to explore and investigate natural resources and living things. The interest table allows the children to examine mini-beasts, for example, making worm farms. Children

grow plants and take responsibility for them, watering and pruning them as necessary.

- Children are actively involved in their learning. They are confident, work well independently and take initiative. Children show high levels of concentration in a variety of situations, for example, during free-play, registration, story time and more structured activities.

What needs to be improved?

- the monitoring of individual children's behaviour to ensure all children have the opportunity to participate fully in the activities
- the layout of the hall to ensure a quiet area is provided for the book corner
- the opportunities for children to become more familiar with numerals in different situations
- the system to provide information to the parents about the daily activities and curriculum planning
- the opportunities provided for the parents to make written contributions about their children's learning at home.

What has improved since the last inspection?

At the last inspection the setting was asked to address the following:

Review the organisation of whole-class teaching, particularly with a view to supporting children's concentration and listening. Activities and stories should be aimed at the age group and not too advanced, meeting the needs of all funded four-year-olds.

Progress since the last inspection has been very good. Additional members of staff support the children during whole-class activities. The children concentrate well and are able to sit still. Keyworkers observe and monitor the children to ensure they know which level the children have reached. The whole-class activities reflect the age and understanding of the children, extra support and encouragement is provided to enable the younger children to benefit as well as the older more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and eager to learn. They try new activities with enthusiasm. They show an interest and are curious. Children are able to sit still and concentrate well during structured activities. They form good relationships with adults and their peers. Children show high levels of independence. Most children behave well, however, unnoticed behaviour issues result in some children being unable to complete their chosen activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They express their feelings and explain their ideas clearly. Children recognise letters and match the sounds. Older children can write their names. Younger children are beginning to form recognisable letters. Children practice their emergent writing skills at every opportunity. They enjoy listening to stories and retell narratives during free-play. However, some opportunities to use books quietly are missed as role-play often disrupts the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to and above 14. Some children recognise numerals up to 7. However, there are few opportunities for children to recognise numeral in a variety of situations. Children are beginning to problem solve. They compare numbers and are starting to calculate using simple number operations. Children use mathematical language to describe size, shape, position and quantity. Children recognise and recreate patterns accurately during practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a range of natural and man-made resources. They investigate flowers and other living things with magnifying glasses. Children are able to join materials using various techniques. They use everyday technology and programmable toys with confidence. Children have a good sense of time and place. They talk about past and future events, the local environment and other countries. Children are beginning to show an awareness of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely around the setting with confidence and control. They are able to travel around, under, over and through a range of equipment during physical activities. Children have good spatial awareness and show consideration for others, for example, moving out of the way or making more room. Children recognise changes to their bodies during and after exercise. Children have good hand-eye co-ordination and manipulate a range of tools and objects with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children recognise and name colours and shapes. They self-select resources to extend their own ideas and imagination during art and craft. Children sing a range of songs from memory and confidently match actions to rhymes. Children are able to name and play a good selection of musical instruments. They are beginning to recognise and recreate simple sound patterns. They use their imaginations extremely well during role-play and art 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

- improve the monitoring of behaviour to ensure all children are able to participate fully in the activities
- provide a quiet area where the children can use books independently to further develop their interest in reading
- provide more opportunities for children to become familiar with numerals in a variety of situations and different contexts
- display the curriculum planning and provide opportunities for the parents to make written contributions about their children's learning at home.

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.