



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221819

DfES Number: 512534

INSPECTION DETAILS

Inspection Date	27/05/2004
Inspector Name	Pamela Abram

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fenstanton Pre-School
Setting Address	The Mobile, School Lane Fenstanton Huntingdon Cambridgeshire PE28 9JR

REGISTERED PROVIDER DETAILS

Name	The Committee of Fenstanton Pre-School 292600
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ORGANISATION DETAILS

Name	Fenstanton Pre-School
Address	The Mobile School Lane, Fenstanton Huntingdon Cambridgeshire PE28 9JR

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

Fenstanton Pre-School opened approximately 30 years ago. It operates from a single storey mobile building within the grounds of Fenstanton Primary School in Fenstanton, near St Ives, Cambridgeshire. It serves the local village and surrounding area.

There are currently 43 children from on roll aged from 3 to 5 years. This includes 18 funded 3 year olds and 24 funded 4 year olds.

Children attend for a variety of sessions. The setting is able to supporting children with special needs or who speak English as an additional language.

The group opens 5 days per week during school term times. Sessions are from 08:45 to 11:30 and from 13:00 to 15:30.

There are 5 regular members of staff, 3 of whom have early years qualifications and 1 who provides administrative support and relief cover. All staff have relevant experience and attend training courses.

The setting is managed by a voluntary committee and has good liaison with the local primary school. They are supported by the Early Years Development and Childcare Partnership and affiliated to the PLA.

How good is the Day Care?

Fenstanton Pre-School provides good quality care for children.

Staff work well as a team and have good line management. They are well informed about policies and procedures and show commitment to on-going training. This helps them to create a purposeful, well-ordered setting where children feel happy and settled. Staff are aware of hazards, with some minor aspects to consider to ensure that risks to children are minimised. The group has strategies in place to promote children's health and all staff have done first aid training. Documentation

supports the successful management of the group and records help staff to meet children's individual needs.

Space is used well to offer children a stimulating, well equipped environment in which they can play and learn. Staff create a warm, welcoming atmosphere for all those attending, and for their families. Children have access to a stimulating range of activities and equipment to enhance their developmental progress. The programme of activities offers children challenge and stimulation, with many opportunities for them to have fun. The accessibility of resources and equipment mostly promotes children's independence.

Staff work in a professional manner and present themselves as good role models for children. They show interest in what children do and say. Rules are applied fairly and consistently, which helps children to know what is expected of them and their behaviour is good. Children are encouraged to have respect for others and to develop a sense of well-being and self-esteem. Diversity is acknowledged and children have opportunities to learn about other cultures and lifestyles, as well as their own. Resources in the setting reflect this ethos.

The supportive partnership fostered between staff and parents enhances children's sense of belonging and gives them security. Parents are able to take an active role in the running of the setting and have access to information.

What has improved since the last inspection?

At the last inspection the setting agreed to prepare an operational plan to include contingency plans to enable staff breaks to take place during the day without impinging on children's safety or well-being.

This matter has received attention and further, forthcoming changes to the way sessions are offered will ensure that arrangements meet the needs of children and staff.

They also agreed to conduct a risk assessment of the premises and take action to make the steps at the main entrance safer. Regular risk assessments are now carried out and a non-slip covering has been put on the steps to improve the safety of the premises and prevent children from risk of injury.

It was also agreed that the policies and procedures in relation to the administration of medication would be reviewed to ensure that staff were more fully informed about medication they were asked to administer and why medication was necessary. Policy and procedures are now tighter to ensure that they are aware of children's needs and can comply with parents wishes should a child need medication.

There are now clear procedures within the operational plan to ensure that staff are aware of children's medical details and can comply with parents wishes in the event of children having an accident or illness. They have also strengthened the procedures for administering medication and first aid so that children's needs can be met appropriately.

What is being done well?
<ul style="list-style-type: none">● Children benefit from a stimulating range of activities which help them have fun and promote their learning and development. Staff take an active interest what children have to say and respond with enthusiasm. This makes children feel valued and boosts their confidence.● Staff know children well and establish positive links with their parents and families, through direct contact and the exchange of written information. They are supportive of parents, respect their wishes and build trusting relationships which make them feel welcome. Parents are supportive of the pre-school and express satisfaction with the setting and appreciation of the staff.● Records, policies and procedures effectively underpin the successful management of the setting and promote the welfare, care and learning of children. This assists staff in meeting children's individual needs appropriately.● Staff work well as a team and have good line management. They are experienced and show commitment to on-going training to support their personal and professional development, and the success of the setting.● Good behaviour is encouraged and valued, with staff presenting themselves as good role models. They demonstrate positive, nurturing attitudes, which enhance children's confidence and self-esteem. Children respond to the clear guidance, praise and encouragement they receive from staff. This helps children to know what is expected of them as they learn to take responsibility, to negotiate and behave well in response to the fair, consistent application of the rules.● Space is used effectively to offer a warm and welcoming environment for children where children can play, learn and rest in comfort, despite the age and condition of the building. The accessibility of resources enables children to develop their independence. The use of resources, eye-catching posters and displays creates a sense of acceptance of individuality and diversity.

What needs to be improved?
<ul style="list-style-type: none">● the safety of wall heaters● the surface under the climbing frame

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	Take steps to minimise risks posed by unguarded convector heaters and surface under climbing frame where bark has been worn away

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

How effective is the nursery education?

The provision for nursery education at Fenstanton Pre-school is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have knowledge of the Foundation Stage and clear understanding of how children learn, which they use to plan and deliver a stimulating curriculum. They present children with challenges, have high expectations of children's behaviour and use positive strategies to build children's confidence and self-esteem. Staff engage in direct work with children, taking unplanned opportunities to extend children's learning. They use assessment to monitor children's progress and to inform planning in order to build on what they already know, adapting activities to meet individual needs. Staff build trusting relationships with children and create an environment where they can develop their independence.

Leadership and management is very good. Staff work well as a team and have good levels from the management committee. Training is given a high priority and there is an appraisal system in place for all staff. Regular meetings to discuss planning and evaluate practice take place regularly. Staff are encouraged to develop and share areas of expertise. The current management committee are very supportive and value the work done by staff. They assist staff to successfully deliver the Foundation Stage curriculum.

Partnership with parents is very good. Parents speak highly of the setting and express confidence in the work done by staff. There are systems in place to inform them about the Foundation Stage and they take an active role in supporting themes with their children at home. Staff use various means to inform parents about their child's progress and encourage them to contribute to this process. Providing further opportunities for parents to become more actively involved in contributing to their child's progress records is an area for development which would enhance this process.

What is being done well?

- Children are happy and settled, they form good relationships with each other and with the adults in the setting. They are able to initiate conversation and express themselves with confidence.
- Staff have high expectations and manage children's behaviour well, encouraging them to share, take turns and cooperate with each other. Children behave well and their self-esteem is fostered appropriately.
- Staff and committee work hard to support the pre-school and a high priority is placed on parental involvement. A welcoming, supportive atmosphere is created for children and their families. Parents views are sought and they are

given some opportunities to participate in their child's learning.

- Children are becoming confident learners and respond to new experiences with enthusiasm and high levels of curiosity. They show motivation to learn and persevere with tasks to achieve their desired outcome.
- Staff use their expertise and knowledge of the Foundation Stage to plan a broad, balanced curriculum. They make effective use of time, space and resources, indoors, outside and within the wider community, to create a purposeful learning environment. They are skilful in using planned and spontaneous interactions with children to support, challenge, and extend their learning through meaningful, first-hand experiences.

What needs to be improved?

- opportunities for parents to be more involved in children's progress records

What has improved since the last inspection?

The setting has made very good progress in response to the point for consideration highlighted in the last report.

They have developed more explicit overall aims for each area of learning by using the stepping stones as a guide in order to enhance the way they monitor balance over the 6 areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and motivated. They have good relationships with staff and each other. They know the routines and respond to the clear boundaries set for behaviour. They develop self-esteem and show independence in personal tasks, such as pouring drinks at snack time. They approach activities with confidence and enthusiasm and take pleasure in their own achievements, e.g. one child's proud smile showed her joy after being praised for singing to the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are able to express themselves confidently. They join in enthusiastically with songs and rhymes. They see that print carries meaning in books, on labels and on resources around the room and use a good range resources to develop early writing skills. Letters and sounds are explored as part of an on-going alphabet theme. Children listen intently to stories and staff extend their vocabulary by introducing new words e.g. when talking about confetti as part of the wedding theme.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are introduced to language related to size, quantity, position and develop awareness of shape and pattern using puzzles and games. They use numbers in everyday situations and staff routinely use mathematical language to extend children's knowledge. Many children can count forwards and backwards with confidence, e.g. when singing "5 Little Ducks". They begin to solve simple problems and combine numbers, e.g. one child counted 6 boys and knew that when he added himself there would be 7.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children talk about significant personal events such as holidays. They have opportunities to develop a sense of time and place, through meaningful themes and activities involving their homes, families and local community, as well as the wider world e.g. watching the progress of nearby building works and talking about different types of weddings. Children use technology, such as phones, to support imaginative play and have access to a computer. They build and construct using a range of materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Physical development is fostered well through a range of indoor and outdoor activities. Children engage in activities which enhance their fine and gross motor skills, they manipulate small objects and construct with coordination and control. Children learn to move equipment safely e.g. when carrying mats to make an obstacle course. Health and bodily awareness is explored in topic work and good hygiene practice is fostered e.g. hand washing before eating and after using the toilet.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture, pattern and shape creatively using an extensive range of materials, such as by weaving strips of cloth through netting to create a design. They use role play imaginatively, with adult interaction to support and extend their experiences. They begin to recognise how sounds can be changed using musical instruments and when staff lower their voice to a whisper. Children respond to sensory experiences using water, sand, dough and "gloop".

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 significant weaknesses to report but consideration should be given to the following:
- further develop opportunities for parents to contribute more fully to their child's learning and contribute to their assessments and progress records.

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.