



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199449

DfES Number: 520209

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Rachel Edwards

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broad Town Pre-School
Setting Address Broad Town School
Broad Town
Swindon
Wiltshire
SN4 7RE

REGISTERED PROVIDER DETAILS

Name The Committee of Broadtown Pre-School

ORGANISATION DETAILS

Name Broadtown Pre-School
Address Broadtown Primary School
Broadtown
Swindon
Wiltshire
SN4 7RB

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

Broad Town Pre-School opened in 1992. It operates from a mobile classroom in the grounds the primary school, in Broad Town village, near Swindon. There is a fully enclosed outdoor area for the pre-school, who also have the use of the school playground and field. The pre-school serves the local area and is managed by a committee of parents and volunteers.

There are currently 25 children aged from two to four years on roll. this includes seven funded three-year-olds and 11 funded four-year-olds. Children attend a variety of sessions. The group supports children with special needs.

The group opens five days a week during school term times. sessions are from 09:15 until 13:00.

Three staff members work with the children. All members of staff are currently working towards early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Broad Town pre-school provides satisfactory care for children. The sessions run smoothly and the staff are well deployed, working directly with the children to support them well. All the required paperwork is in place with only minor omissions. The premises are clean and well maintained. Staff make good use of the indoor and outdoor area to provide a range of interesting activities to support children's development. They create a friendly and welcoming environment. There is a good range of toys and equipment to meet the children's needs. Although, as yet, staff do not have the required qualifications, they are continuing to develop their knowledge through ongoing training. There is not an effective induction process for new members of staff to familiarise them with policies and procedures of the group.

Staff supervise the children well at all times. Risk assessments are carried out and the environment and procedures are made safe. Staff help children learn about

keeping healthy and generally follow hygienic practices, although hand washing procedures are not satisfactory. Staff have a good understanding of child protection issues, but they are uncertain about how concerns would be addressed. Staff generally provide good support for children with special needs to fully include them in all activities but they do not always work closely enough with parents and other professionals to make sure that children's developmental needs are being met.

The children are happy, confident and settled. They form good relationships with the staff. The staff offer clear guidance, praise and encouragement to the children, who respond well and are very well behaved.

Staff and parents have a friendly relationship. Parents are well informed about the provision, through an informative notice board, regular newsletters and daily discussions with the staff. They are encouraged to be involved by helping out at sessions, serving on the committee or helping with fund raising.

What has improved since the last inspection?

At the last inspection, the group were asked to:

1. make an action plan showing how staff qualification requirements are to be met;
2. improve documentation;
3. improve health and safety procedures;
4. extend resources to reflect positive images of culture, gender and disability;
5. obtain a copy and have regard to the code of practice for the identification and assessment of children with special educational needs;
6. plan and provide a range of activities that help children make progress towards the early learning goals and to give parents more information about their child's progress.

The group have made generally good progress in addressing these issues:

1. qualification requirements are not yet met but all staff are on training programmes which will achieve this. Their increased level of knowledge is reflected in the improved provision of care and education;
2. all the required documentation is in place and policies are regularly reviewed. This has improved the organisation of the group and safety of the children but there is no induction procedure for new staff or system to ensure that all staff are familiar with all policies and procedures;
3. a thorough risk assessment is now carried out routinely and dangerous substances are stored out of children's reach, however children's hands are being washed in a shared bowl of water, which increases the risk of infection. The group plan to rectify this soon by fitting a water heater and using running water;

4. there is now a good range of resources although children do not routinely learn about diversity through planned activities;

5. generally the code of practice is being followed but staff do not always work closely enough with parents and other professionals;

6. plans are now closely linked to the early learning goals and cover all the areas of learning so that children are making good progress in all these areas. Parents may ask to see children's records but there are no planned opportunities for this.

What is being done well?

- The staff create a friendly, welcoming and well resourced environment, where children feel happy, confident and secure.
- Staff provide a range of interesting activities that help children make good progress in all areas of learning.
- The staff develop good relationships with the children, who they know well. Staff are calm and consistent and the children respond well to their clear guidance and praise. The children are polite, considerate to others and very well behaved.
- The staff and committee place a high priority on safety. Any hazards are quickly identified and dealt with and children are well supervised at all times.
- Staff and parents have a friendly relationship. Parents are welcome to stay whilst their child is settling in and they are encouraged to help on the daily rota or to be involved on committee and with fund raising.

What needs to be improved?

- staff qualifications, so that the minimum requirements are met
- the registration system so that the actual times of attendance are recorded for children and adults
- the induction training of new staff to ensure they are familiar with all the policies and procedures of the group
- the consistency of support given to children with special educational needs, in particular, the liaison with parents and other professionals involved in the care of the children
- staff's knowledge and understanding of child protection procedures.

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	Ensure that the person in charge and deputy have a relevant level 3 qualification and that at least 50% of staff hold at least a level 2 qualification
2	Ensure that the registration system shows the hours of attendance of children, staff and visitors
2	arrange induction training for all staff which includes health and safety and child protection procedures, during their first week of employment
10	Ensure that the code of practice for children with special educational needs is followed for all children where there are concerns about the child's progress and in particular that staff work closely with parents and other professionals
13	Develop staff's knowledge and understanding of the child protection procedures, including what to do if an allegation is made against a member of staff.

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

How effective is the nursery education?

Broad Town pre-school offers good quality nursery education. Children are making generally good progress towards the early learning goals in communication, language and literacy, mathematical and creative development and in knowledge and understanding of the world and very good progress in the other two areas.

Teaching is generally good. Staff have a generally good knowledge of the early learning goals, except some areas of mathematics. They plan interesting activities that help children progress. There is a good range of resources which children can self select. However plans do not show how resources are to be rotated to ensure that all areas of learning are covered in sufficient detail. Generally, staff provide effective challenges for children. A comprehensive assessment system records children's progress and highlights the next steps for learning. However, older enthusiastic children are not sufficiently challenged during free play and routine everyday activities. Children behave very well in response to staff's high expectations, clear guidance and calm, consistent approach. The organisation of sessions, in particular whole group times, leads to children often sitting or waiting for too long and activities that are too challenging for younger children and not challenging enough others.

Leadership and management is generally good. The staff and committee have a strong commitment to improvement and are fully supported by the parents. The group has developed strong links with local primary schools, which makes the change between settings, easier for children. Staff do not meet regularly and this hinders communication.

The partnership with parents and carers is generally good. They receive good information about the educational provision and regularly help at sessions. They are aware of the records kept by key workers but only have formal access once each year and are not encouraged to contribute to the assessment system.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and able to work on their own. They concentrate well and are very well behaved.
- Especially good use is made of the spacious outdoor facilities, which helps children make very good progress in physical development. Children move confidently and with control in a variety of ways. They demonstrate good hand-eye co-ordination as they use a range of tools and materials.
- Children are developing a good understanding of the natural world and their local environment through a range of interesting activities that encourages them to explore and investigate materials and relate their experiences to

everyday life.

- Children use their imagination well in role play using dressing up clothes and other props to act out their stories, which build on their own experiences of life.

What needs to be improved?

- the planning, in particular the use of children's assessments and the long term plans to ensure that all areas of the curriculum are covered in sufficient detail
- the organisation of sessions so that children are not sitting or waiting for too long and so that children are grouped appropriately to meet their developmental needs
- the practical everyday opportunities for older and more able children to develop their understanding of simple addition and subtraction; to write for a purpose and to learn about different cultures and beliefs
- the accessibility of written assessments of children's progress so they are more available to parents and carers and explore ways of encouraging them to share what they know of their child to contribute to the assessment system.

What has improved since the last inspection?

There has been a new play leader since the last inspection.

Two key issues were raised at the last inspection and the pre-school has made generally good progress in addressing these.

Key issue 1.

Develop staff knowledge of the code of practice on the Identification and Assessment of Special educational Needs.

The group have a Special Educational Needs Co-ordinator (SENCO) who regularly attends training and shares her knowledge with other members of staff. The staff regularly monitor children's progress so that any concerns are quickly identified and discussed with parents. However staff do not always work closely enough with parents and other professionals to ensure that all children's individual needs are being met within the group.

Key issue 2.

Continue to review and develop children's assessment records, building on existing strengths. Explore ways of encouraging parents to share with staff what they know of their child, both initially and on an ongoing basis, to support the assessment

process.

A comprehensive assessment system is now in place which monitors the progress that children are making towards the early learning goals in all areas of learning. Staff are beginning to use this information to plan activities that will take children to the next stage in learning but it should be developed further to highlight gaps in the curriculum. Parents now complete an initial assessment of their child's achievements and informally discuss their progress with staff. However they are not encouraged to contribute to their child's records on an ongoing basis. This information would further help staff to plan activities to meet children's individual needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settled. They play co-operatively with others, sharing and taking turns willingly. They concentrate well, sit quietly when appropriate and often persist for long periods to complete an activity. Behaviour is very good, they show care and concern for others, although staff miss opportunities for livelier children to develop their play purposefully. They are beginning to work independently, such as selecting collage materials and demonstrate good personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and enthusiastically about home experiences and communicate their ideas well. They are developing a love of books and enjoy listening to stories. The use of clear labelling and name cards helps them understand that print has meaning. Children hear initial sounds and are beginning to link these to letters. Children make marks but older and more able children do not develop their skills in writing recognisable letters and words for a purpose, such as in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count and recognise numerals through planned activities. They learn to use shape, space and size through good practical activities such as building models or filling flower pots. They correctly use language such as bigger, smaller, heavier and compare objects for example describing a daffodil as star shaped. Older and more able children do not develop their understanding of addition and subtraction or solve simple problems, especially through everyday routines and free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and investigate the environment in many ways, such as studying the weather and growing seeds. They are encouraged to explore a variety of materials such as ice and compost. They enjoy designing and building with a range of construction materials. They use ICT resources to support their learning. They frequently talk about past and present events in their own lives but are not regularly introduced to different cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily use of a large outdoor area where they have room for running and chasing games. They move confidently and with control, showing an awareness of space, for example walking carefully around a maze. They learn about healthy living. Daily physical activities help develop their skills using a range of small and large equipment such as balls and wheeled toys. They show good hand-eye co-ordination in handling a variety of tools and materials such as brushes, pencils and glue sticks.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use all their senses to explore the colour, texture and form of various materials but their experiences would be widened by more regular and planned use of paint and dough or clay. They enjoy singing and play instruments to learn about rhythm and sound. They freely express themselves as they create models and collages. They enjoy immensely the role play, using props and dressing up to develop story lines and re-enact experiences.

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

- Continue to develop the system of planning, in particular the use of children's assessments and the long term plans to ensure that all areas of the curriculum are covered in sufficient detail
- Review the organisation of sessions so that children are not sitting or waiting for too long and so that children are grouped appropriately to meet their developmental needs
- Make use of practical everyday opportunities for older and more able children to develop their understanding of simple addition and subtraction; to write for a purpose and to learn about different cultures and beliefs
- Make written assessments of children's progress more accessible to parents and carers and explore ways of encouraging them to share what they know of their child, to contribute to the assessment system

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.