



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133082

DfES Number: 581916

INSPECTION DETAILS

Inspection Date 15/06/2004
Inspector Name Janice Clark

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stanton Drew and Pensford Pre-School
Setting Address The Village Hall
Sandy Lane, Stanton Drew
Bristol
BS39 4EL

REGISTERED PROVIDER DETAILS

Name Stanton Drew and Pensford Pre-School 1055041

ORGANISATION DETAILS

Name Stanton Drew and Pensford Pre-School
Address The Village Hall
Sandy Lane, Stanton Drew
Bristol
Avon
BS39 4EL

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

Stanton Drew and Pensford Pre-School is a well established committee run group that has been running for almost 40 years. It is situated in the centre of the village of Stanton Drew. The group operates from the village hall. They have access to the large hall, kitchen, toilets and a large secure outside play space. The group opens Monday - Wednesday from 09.30 until 12.00 with the addition of a lunch club until 13.00 and on a Friday from 09.30 until 12.00 during term time.

The group offers care for children aged two to five years. Currently 22 children attend throughout the week on a variety of sessions. No children speak English as an additional language or have special educational needs. There are 17 children receiving funding for nursery education; three are aged four years and the others are aged three.

There are three members of staff who work with the children. All have level three early years qualifications and one has the addition of a qualified teaching certificate. The group receive support for the Pre-School Learning Alliance and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Stanton Drew and Pensford Pre-School provides good care for children. The group have a dedicated staff team that work hard to ensure that the environment is bright, colourful and welcoming for children and parents. Staff are friendly and approachable. Space is used appropriately and there is sufficient room for children to play freely and without restriction both inside and out. High adult ratios ensure that staff spend good quality time with the children. Toys and equipment promote all areas of development. All policies and procedures are in place but there are a few that lack necessary detail.

Most safety procedures are in place to ensure children's safety within the group. Staff make good use of photographs to inform visitors and children of the fire evacuation procedure. They are active in promoting good hygiene. Drinks are made

available to children throughout the session and children have opportunities to try different varieties of food through themed activities. Staff have a good knowledge and understanding of the signs and symptoms of abuse and neglect. They are confident in their knowledge of the correct procedure to follow in the event of a child protection issue.

The staff offer a wide range of stimulating activities for children to choose from including first hand experiences. The needs of the children are discussed on entry to the group ensuring that staff have good knowledge of the children. Staff use visual aids to encourage younger children to concentrate and keep them included. The group work well with parents and outside agencies to meet children's individual needs. Staff are consistent in their behaviour management and the behaviour in the group is good.

Parents are kept well informed about their children's care formally and informally. Photographs are taken daily of the children involved in activities and they are displayed for parents to view offering them a good insight to their children's progress and development.

What has improved since the last inspection?

During the last inspection the group were requested to send details to Ofsted of the nominated person.

The group are now aware of the correct procedure to follow in the event of any changes in the group. Ofsted have been informed of all new committee members including the nominated person.

What is being done well?

- Staff interact well with the children, they talk, listen and question them effectively. Children are confident and engrossed in their play.
- The children's toys and equipment are stimulating and promote all areas of development. The group have a new range of bright and colourful home corner equipment and outdoor play equipment.
- The needs of the children are discussed with the parents on entry to the group. Their wishes are respected and adhered to. Staff are aware of children's likes, dislikes and preferences. They use visual aids to encourage younger children to concentrate and to keep them included.
- Staff are consistent in their behaviour management. They work closely with the parents. Strategies used are developmentally appropriate. Good behaviour is valued and encouraged through praise.

What needs to be improved?

- the complaints procedure, to ensure that it includes the details of the

regulator

- documents, to ensure that all medication administered to children is recorded appropriately
- safety, to ensure that the access to the building is secure.

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 access to the building is secure at all times to maintain children's safety.
7	Ensure that records for recording medication are appropriately maintained.

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

How effective is the nursery education?

Stanton Drew and Pensford Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The provision for their personal, social and emotional development as well as their knowledge and understanding of the world is particularly well planned and the children are making very good progress in these areas.

Teaching is generally good. Staff plan stimulating and interesting activities for children. They are enthusiastic in their teaching and provide many opportunities for hands on learning. However, the planning system is not entirely effective as not all areas of learning are receiving adequate, regular attention. For example, mathematical, physical development, and communication, language and literacy. Staff are deployed well in the group and work well as a team. They have high expectations of children's behaviour and create a pleasant, welcoming supportive environment for children to play and learn.

Leadership and management is generally good. A supportive committee, regular staff meetings and informal discussions ensure that there is good communication within the setting. The play leaders and staff show a strong commitment to the continual improvement of the educational provision for children through staff training and development. Observations and assessments are used to assist in the evaluation of the provision and the group make good use of a digital camera for this purpose. However, the system is only partly effective as the assessments do not inform the staff of the lack of challenges in creative and physical development.

Partnership with parents is very good. They are issued with good quality information about the setting including its curriculum and the early learning goals. Regular news letters and notices keep parents well informed of current themes and activities. Parents are encouraged to be involved in their children's learning through a book bag system.

What is being done well?

- Parents are encouraged to share what they know about their children's learning. This informs the assessment records and enables staff to build on early experiences and to progress the children forward to the next stage of their development.
- Staff interact well with the children, listen and question the children appropriately and use visual aids to encourage concentration skills and to support their learning. All children are encouraged to join in all activities.

What needs to be improved?

- planning, to ensure that all aspects of the six areas of learning receive sufficient and regular attention. In particular problem solving, writing for a purpose and opportunities to recognise print in different forms and developing children's bodily awareness
- challenges for older and more able children to express and use their imagination in role play and art and craft activities and to further their physical skills.

What has improved since the last inspection?

The group have made generally good progress since the last inspection.

The previous inspection required that a greater priority be given to personal and social development, language and literacy and mathematical development. The group have improved their planning of day-to-day activities by introducing a system that informs the staff of what children should learn from the activities and how they should be grouped. The planning system, and the records for progress and attainment are evaluated frequently by various methods. This is only partly effective as it still does not ensure that all areas of learning receive sufficient regular attention.

The parents are informed of the system for assessing children's progress and attainment when the first start with the group. They are encouraged to share their knowledge of the children's learning at home in the early stages and then on going. This helps the staff to build on what the children already know and enables them to plan for the next stages of their development. Parents are updated on their children's progress and development on a regular basis. This system assists the group towards a very good partnership with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and eager to learn. They are developing their concentration skills as they use a computer to reinforce their learning. They have good relationships with adults and peers and work cooperatively together as they help to tidy up. Behaviour in the group is very good. Children use a self-registration system and are confident to select their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their communication and language skills as they listen to stories and talk about their experiences such as going on holiday in an aeroplane. They are linking letters with sounds and learning that print carries meaning in an environment that is rich with print. They are learning to write their names and practice early writing skills. However, children have insufficient opportunities to recognise print in a variety of situations or write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to ten and beyond. They are recognising numbers and using numbers as labels during activities. They are learning simple subtraction through number rhymes such as 'Five Little Ducks'. Children are using a range of mathematical language and discovering patterns of routines as they use photographs to describe what they do during a fire drill. However, children do not have regular opportunities to practice practical problem solving in every day situations and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are exploring and finding out about living things through hands of experiences such as handling small animals. They have opportunities to ask questions and find out how things work. They explore, observe and find out about their environment and the natural world as the farmer gathers in the hay and looks after his sheep in the field next to where the children play. Children are introduced to different cultural experiences and traditions through interesting and varied activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their climbing and balancing skills as they use a range of large physical equipment with safety and control. They negotiate their way around furniture with care using wheeled toys. They are developing their co-ordination and small manipulative skills as they use bats, balls, stilts and tools. Older and more able children do not have regular opportunities to further their large physical skills or to recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are exploring colour, texture and shapes through play dough. They sing songs from memory and explore musical instruments and the sounds that they make. They are using their imagination as they act out past and familiar experiences. There are insufficient opportunities for children to extend their imaginative skills through new experiences or to use their creative skills imaginatively due to the expectation to produce a pre-defined end product.	

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 planning to ensure that all aspects of the six areas of learning receive sufficient and regular attention. In particular communication, language and literacy, mathematical and physical development
- provide more challenges for older and more able children to use their imagination in role play and art and craft activities and to further their physical skills.

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.