



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110040

DfES Number: 513130

INSPECTION DETAILS

Inspection Date 10/06/2003
Inspector Name Hazel Farrant

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ancells Farm Community Pre-School
Setting Address Ancells Farm Community Hall
Falkners Close
Fleet
Hampshire
GU51 2XF

REGISTERED PROVIDER DETAILS

Name The Committee of Ancells Farm Pre-School

ORGANISATION DETAILS

Name Ancells Farm Pre-School
Address ANCELLS FARM COMMUNITY HALL
FALKNERS CLOSE
FLEET
HAMPSHIRE
GU13 8XF

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

Ancells Farm community Pre-school opened in 1991. It operates from a community hall on an estate, comprising of housing and a business park in Fleet. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered for 24 children aged between two and under five years, although children are usually aged two years nine months before being offered a place. There are currently 46 children on roll. This includes 15 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. Four children currently attending have special educational needs and three children speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:15 until 12:00 Monday, Tuesday, Wednesday and Friday. The pre-school plus session operates from 09:15 - 12:45 on Thursday. During the summer term two additional sessions run from 12:30 - 15:00.

One full time and five part time staff work with the children. Three have early years qualifications. Two staff members are currently waiting verification of their NVQ2 qualification. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership (EYDCP).

The pre-school is currently working towards the Pre-school Learning Alliance's accreditation scheme, Aiming for Quality.

How good is the Day Care?

Ancells Farm Community Pre-School provides good quality care for children. Staff are well organised and interact warmly with the children. They provide a high level of attention to the children during the session involving themselves in the play. The pre-school uses the community hall and has use of a secure fenced outside area. Staff complete a comprehensive induction process and are encouraged to attend regular training courses. Comprehensive policies are in place, however there are

some areas to be addressed.

Staff give high priority to children's safety both indoors and outside and consistently carry out procedures to ensure children's health and safety. They encourage children to be aware of personal hygiene and develop independence in their personal care. Parents and children's preferences are observed and healthy snacks and drinks are offered during the session. The staff team supports children with additional needs and all children are treated with equal concern.

The staff organise and plan a good range of interesting and stimulating activities and allow children choice of a good range of resources. An excellent key worker system allows staff to undertake observations of children's play and learning and record them to plan for children's progress and development. Staff provide good role models for children and are consistent and caring, using praise and encouragement appropriately. Children are well behaved and secure in their environment.

Parents are welcomed in the group and encouraged to discuss their child's progress with staff. Written developmental reports are provided each term. Parents are able to view policies and procedures. Parents receive an informative prospectus and regular newsletters on themes and events.

What has improved since the last inspection?

The previous inspection was a transitional inspection and did not highlight areas for improvement.

What is being done well?

- The staff provide a wide range of interesting and stimulating activities through effective planning and good use of the variety of resources available. Excellent key worker system in place ensures children make progress on the stepping-stones
- (Standard 3).
- Children develop confidence and independence in their surroundings. Their development of personal care and hygiene is encouraged and enabled by the staff (Standard 7).
- Children relate well to staff and each other, co-operate and are well behaved. The staff are consistent, caring and provide good role models which encourage the children in their own relationships (Standard 11).
- Staff have good communication and friendly relationships with parents and are available if parents wish to talk to them at the end of the session (Standard 12).
- Comprehensive policies and procedures are in place so that staff and volunteers know their roles and responsibilities (Standard 14).

An aspect of outstanding practice:

The excellent planning and key worker system in place ensures staff know the

children well and enables them to make progress along the stepping stones (Standard 3).

What needs to be improved?

- documentation to be reviewed and updated to include: record of authorisation of collection of children to be recorded in ink; bullying statement added to behaviour management policy; complaints procedure to refer to Ofsted; procedure to be followed in the event of an allegation being made against a member of staff or volunteer added to child protection statement; times of arrival and departure of children, staff, volunteers and visitors to be clearly recorded (Standard 14).

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
14	review and update records and documentation

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

How effective is the nursery education?

Ancells Farm Community Pre-School offers high quality nursery education where the children make very good progress towards the early learning goals.

Teaching is very good. Staff have a very good working knowledge of the early learning goals and implement these through well planned activities. Staff revisit topics and activities to consolidate children's learning. Staff know their key worker children well and adapt activities to meet children's individual developmental needs. However children could be given further opportunities to select materials and use tools in creative activities. Staff are interested and involved in children's learning offering constant praise and encouragement.

The leadership and management is very good. There are clearly defined roles for the supervisor and committee and a shared understanding of commitment to early years practice is clearly visible. The key worker system is outstanding, constant written observations made by all staff are used to record each child's achievements and next steps of progress in each area of learning. The pre-school is well resourced and the best use is made of the community building accommodation. A series of parent questionnaires forms part of the leadership and management's assessment of its own strengths and weaknesses. It is committed to continuous improvement of the care and education offered to children.

Partnership with parents is very good and contributes to children's learning. Regular newsletters, a parents information board and good daily communication with staff keep parents informed of the day to day running of the group. Parents are informed of children's progress towards the early learning goals through a termly written report. An excellent resource box allows parents to access information on a wide range of special educational needs.

What is being done well?

- Children are confident in their language skills, they listen well and have a growing understanding of the different ways in which writing can be used to communicate;
- Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions;
- The key worker system is outstanding and ensures children progress towards the early learning goals;
- Staff know their key worker children well and adapt activities to meet individual developmental needs;
- Good relationships are established with parents. They are well informed about daily activities and their children's progress;

- An excellent resource box provides parents with information on a variety of special educational needs;
- Leadership and management is very good. Through effective teamwork, support and planning, there is a commitment to improvement of quality in care and education.

What needs to be improved?

- increased opportunities for children to select and cut materials for themselves;
- increased opportunities for children to become familiar with and recognise shapes and numbers.

What has improved since the last inspection?

The setting has made good progress since the last inspection. Children participate in a wide range of activities involving number work. These include action songs and rhymes, everyday activities such as counting cups and children and mathematical games involving counting. Staff extend every day activities to include adding and subtraction.

Children participate in a range of activities to develop their gross motor skills. They use the small outdoor play area on a regular basis. Children have opportunity to develop confidence in balancing, climbing, control and co-ordination.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are eager to participate in activities, they are interested and motivated to learn. Children relate confidently to each other and adults, they are polite, take turns and share resources, they behave well. Children are beginning to gain an understanding that different people have different needs through for example signs displayed in different languages in the pre-school and using sign language whilst singing songs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They are confident in their language skills and initiate conversations with each other and adults, they listen well and contribute ideas. Many children are beginning to link sounds to letters and most children recognise their own names. Children have the opportunity to write for a variety of purposes and are confident in making marks, some are able to write their name using clear letters. Children enjoy using books and some can retell stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

They explore the use of number in a variety of everyday activities such as counting the number of children and singing rhymes. Children can count reliably up to 10. Children are developing an understanding of subtraction and addition through practical activities and using language such as 'more than' and 'less than'. Increased opportunities for children to see numbers and shapes would further reinforce their learning and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about past and present events in their own lives and are becoming aware of other cultures and traditions. Children are developing an increasing knowledge of the world around them through a wide range of activities and topics. Children have regular access to a computer with adult support and are able to select, drag and click the mouse to complete tasks.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a range of tools and activities to develop and extend their physical co-ordination. They are developing confidence in hopping, skipping, balancing and spatial awareness. They are confident in handling tools, objects and construction to develop their manipulative and fine motor skills. Every opportunity should be taken for children to use tools such as scissors to further extend their manual dexterity.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate in songs and rhymes enthusiastically. Children are confident in their use of percussion instruments and are beginning to understand the concept of rhythm. They respond well to the opportunity to express their ideas through a range of activities including imaginative and art and craft activities. Every opportunity should be taken for children to select materials for creative activities themselves.

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 improving the following:
- every opportunity should be taken to enable children to select and cut materials for themselves;
- increase opportunities for children to become familiar with and recognise shapes and numbers.

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.