



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205252

DfES Number: 516951

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Rachel Wyatt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bengeworth Pre-School
Setting Address	Bengeworth Church Hall 8 Broadway Road, Bengeworth Evesham Worcs WR11 1BH

REGISTERED PROVIDER DETAILS

Name	Bengeworth Pre-School Ltd
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ORGANISATION DETAILS

Name	Bengeworth Pre-School Ltd
Address	4 Fountain Gardens Evesham Worcestershire WR11 1JY

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

Bengeworth Pre-School opened in 1994. It operates from a church hall in the Bengeworth area of Evesham and serves the local community.

There are currently 50 children from 2 to under 5 years on roll. This includes 13 funded three-year-olds and 7 funded four-year-olds. Support is available for those children with special needs and is available for any children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 to 11.45 for younger children and from 13.00 to 15.30 for three and four year olds. The number of morning sessions vary depending on demand for places.

Six part time or full time staff work with the children, and of these four are qualified to NVQ level 2 or 3 with the other two working towards a level 3 qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership, and regularly attends the local early years partnership group. The setting is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Bengeworth Pre-School provides good quality care for children. The staff provide a child-orientated environment where well organised activities, displays and effective layout create a welcoming atmosphere. Children are settled and have quickly become familiar with the layout and daily routines. Staff-child ratios are met, although procedures to monitor this are not recorded.

Children are well cared for and their independence skills are progressing well. They enjoy hand washing routines, helping to tidy up and opportunities to choose their own toys and games. Other health procedures are satisfactory with some omissions regarding consents to emergency medical advice and treatment. Children are well supervised and arrival and departure times are well managed. Staff ensure areas to be used are safe but the current risk assessment is not on site for them to refer to,

and no practice emergency evacuations have been held since mid 2003. Snack times are social and relaxed. The setting is proactive, liaising with parents about suitable snacks. The older children enjoy opportunities to have regular drinks of water from individual named containers.

Staff are experienced, work well together and are knowledgeable about early years issues including special needs and child protection. They know the children well and are proactive about identifying concerns and taking appropriate action. Support for children with special needs is good. Children enjoy an interesting range of activities, topics and toys. They are imaginative and often act out roles, explore and investigate natural and creative materials. They are well behaved and respond to the adults' calm manner and realistic expectations.

Parents are welcomed into the setting and receive helpful information about the group, their children's activities and future topics. They are encouraged to be involved in their child's learning through activities at home and in the setting.

What has improved since the last inspection?

At the last inspection the group agreed to ensure children's arrival and departure times were recorded and to implement child protection procedures.

Effective procedures are in place for recording children's attendance. Morning and afternoon sessions start and finish at specific times and children's attendance is still recorded by a tick in the register. Any variations to their arrival and departure times are noted in a separate record.

Good progress has been made regarding child protection. Staff are knowledgeable about procedures. They are proactive about identifying and recording any concerns in accordance with the setting's own policy and the local Area Child Protection Committee guidelines. Where appropriate the group liaises with the relevant agencies. The group's confidentiality procedures are effective.

What is being done well?

- Children are settled and respond to the welcoming, child-friendly environment. The layout of activities, well organised provision for care routines, displays of children's work and posters all create an attractive environment.
- Staff observe children carefully and ensure they have appropriate reassurance and support. They promote children's learning and understanding through a good range of interesting activities, topics, discussions and routines. Children explore and investigate, make choices, and play imaginatively. They are learning to play together but also enjoy playing alone. Children are well cared for and their independence skills are progressing well. They enjoy hand washing routines, go to the toilet with appropriate help, join in tidying up, and help themselves to toys and activities.
- Children have access to a good range of toys and resources which offer them

choice, challenge and interest. Topics such as Chinese New Year are well resourced and give children opportunities to learn about diversity and new experiences.

- Staff are vigilant about children's safety especially at arrival and collection times and effectively supervise them during the session.
- The setting works with parents to ensure children have suitable snacks. Children have regular drinks and older children have their own personalised water bottle. Snack times are well organised and relaxed.
- Children behave well. Staff have realistic expectations and engender a calm, reassuring atmosphere so that new children have adapted to their surroundings quickly.
- Parents are welcomed into the setting and receive helpful information about the provision and forthcoming topics, including how they can be involved in their children's learning both at home and in the group.

What needs to be improved?

- the procedures for monitoring adult-child ratios when a mixed age group of 2 and 3 year olds are being cared for
- the availability of the current risk assessment on site
- the frequency of practice emergency evacuations
- the information recorded in parents' consents to medication
- the procedures for obtaining consents to seeking emergency medical advice and treatment for some children

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
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2	Improve systems for monitoring adult: child ratios when mixed age groups of 2 and 3 year olds are being cared for.
6	Ensure a copy of the current risk assessment is readily available.
6	Ensure practice emergency evacuations are carried out in accordance with the setting's policy and to meet the requirements of the National Standards.
7	Ensure parents provide consent to emergency medical advice and treatment before children are accepted into the setting.

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

How effective is the nursery education?

Bengeworth Pre-School provides generally good nursery education. Children's progress in communication, language and literacy and knowledge and understanding of the world is very good. Children are confident, sociable and express ideas and feelings. They enjoy stories, rhymes and joining in music and movement. Their writing and counting skills and recognition of letters and numbers are developing well. Children respond positively to new experiences and opportunities to learn about other people's lives. Children's independence and self care skills are developing well, they are helpful and well behaved.

Teaching is generally good. Staff plan and organise attractively laid out and very well resourced activities. They interact well with children and are familiar with individual learning needs. However, occasionally children's attention and interest is insufficiently engaged. Their observations inform the children's progress records but there is no formal system for incorporating this information into curriculum plans. Less able children and those with special educational needs receive good support. The wording of children's individual plans is sometimes unclear, and the setting is in the early stages of collating information about sources of support for children with English as a second language.

Leadership and management is generally good. Staff meet regularly to discuss strengths and weaknesses, and to exchange information about children's progress and future plans. However, there is limited formal evaluation of the curriculum and of the impact of some activities on children's learning.

Partnership with parents is generally good. Staff talk to them about their children's progress, with opportunities for occasional meetings. Most parents are satisfied with the level of information, but a few would like more regular, formal feedback. They receive helpful information about the curriculum and topics, including activities to do at home.

What is being done well?

- Children's social and independence skills are developing well. They are helpful, are making friendships with other children, enjoy the company of adults and show concern for others. They competently take part in the routines of the setting.
- Children are very practical and enjoy exploring different materials and resources. They like joining in new experiences and finding out about their own and other people's lives and celebrations.
- Children's language, listening and writing skills are progressing very well. They take part in discussions, chat to each other during play and join in songs, stories and rhymes. They have good pencil control and take part in a

variety of writing and drawing activities.

- Staff work well together and they all know the children well. They interact effectively with the children and foster a relaxed and reassuring environment for learning. The provision of interesting and realistic resources enhances children's understanding of topics and their appreciation of new experiences.
- Parents receive helpful information about the curriculum, different topics, the key worker system and assessment procedures. They have opportunities to contribute resources for topics and are encouraged to build on their children's experiences in the pre-school by following up activities, books, songs and rhymes at home.

What needs to be improved?

- the organisation and management of some large group activities to ensure each child's interest and involvement is sustained, and where appropriate, extended
- the availability of information about sources of support for children with English as an additional language
- the clarity of the wording of targets to aim for, in children's individual plans
- the opportunities to formally evaluate the impact of topics and activities on children's learning, and to incorporate these and the information from children's assessments into future planning
- the procedures to ensure all parents are well informed about their child's progress.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Opportunities for staff development through the appraisal system, attending training and exchanging information about good practice within the setting have had a positive impact on the children's learning. Staff are gaining confidence in their roles as key workers and in supporting children with special educational needs.

The availability of different costumes, an appropriate range of books, plus well planned and resourced topics such as Chinese New Year have enhanced the children's understanding of different cultures. The provision of a small but well organised outside play area has given children opportunities to grow plants as well as to engage in a variety of other activities outdoors.

The setting has extended the ways information about children's progress is exchanged with parents. In addition to informal exchanges and occasional meetings, parents are invited to look at their children's records at any time, and are given opportunities to comment about their children's responses to the books they take home as part of the shared reading scheme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children play well together, show concern for others and are well behaved. They are familiar with expectations, and enjoy helping to tidy up. Children's independence skills are developing well as many can go to the toilet and wash their hands unaided. They play independently, and contribute to group discussions. Children are eager to learn but their interest is not always sustained during some activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children describe ideas, events, feelings, and negotiate. They enjoy rhymes, stories and looking at books and take books home. Many have good pencil control and use a variety of writing tools to form shapes, and recognisable letters. Some children can write their name and most recognise their own name in different situations, plus other initials and words. They are beginning to make links between letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count with confidence, sometimes beyond ten. Both three and four year olds recognise some numbers and some match these to the correct number of two dimensional objects. Children enjoy simple calculations and matching and sorting games. They engage in practical problem solving when tidying up and during other routines. They use simple mathematical language during play and discussions, and enjoy a variety of number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children discuss their own lives and like finding out about aspects of other people's lives, which they then often recreate in their play. They discuss past events and have quickly become familiar with the features of pre-school life. They confidently explore different media, and grow plants and bulbs. They are adept at making and building things, often making complex structures. Their information technology skills are developing well.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence whether using equipment or not, and are developing spatial awareness and rhythm. Children are adept at seeing to their own care needs, and understand about good hygiene and the value of drinking plenty of water to keep healthy. They handle a variety of tools and implements well to explore natural and malleable materials, during construction and role play and when engaged in writing and creative activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy creative activities. They play with different materials and media, represent their ideas through painting, drawing and chalking and act out different scenarios. They respond to new experiences and describe different sounds, feelings and textures. They play musical instruments, joining in the beat, and dance rhythmically. Distractions sometimes mean that children's imaginative play lacks concentration and purpose.	

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

- review the content and organisation of large group discussions and the management of some large scale imaginative play activities to ensure children's interest is engaged and appropriate challenges are provided
- develop procedures for undertaking formal evaluations of topics and activities, and for incorporating the outcomes of these and the information from assessments of children's progress into future planning
- further develop ways to ensure all parents can exchange information about their child's progress.

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.