



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219100

DfES Number: 517429

INSPECTION DETAILS

Inspection Date 30/09/2003
Inspector Name Paula Durrant

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Turvey Pre-School Playgroup
Setting Address The Reading Room
High Street
TURVEY
Bedfordshire
MK43 8DB

REGISTERED PROVIDER DETAILS

Name The Committee of Turvey Pre-School Playgroup 295055

ORGANISATION DETAILS

Name Turvey Pre-School Playgroup
Address The Reading Room
High Street
TURVEY
Bedfordshire
MK43 8DB

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

Turvey Pre-School Playgroup operates from the Reading room located within the heart of Turvey. In addition the group also operate from a designated classroom within the local lower school on a Tuesday afternoon. This is primarily for children aged four plus.

The group serves the local community in a rural setting. Children who attend live locally and from surrounding geographical villages, thus reflecting the economic, social and cultural diversity of the area.

The main building is privately rented, and the group have sole use during hours of operation.

Turvey Pre-school Playgroup is committee managed. The day to day leadership of the group is job shared between Rebecca Corns and Tanya James, both hold appropriate childcare qualifications for this role.

The group are currently registered for twenty four children aged two to five years within the Reading room, Monday to Friday mornings between the hours of 09.15 to 11.45 and Wednesday and Thursday afternoons between the hours of 12.30-15.00, and a maximum of sixteen children in the school on a Tuesday between the hours of 12.40 to 15.10.

There are six four year olds and sixteen three year olds who receive government funding There are no children with English as a second language. There is one child with special educational needs.

The group are members of the PSLA and are part of the EYDCP partnership. The group receive educational guidance and support from a qualified teacher through the partnership.

How good is the Day Care?

Turvey Pre-School provides good quality care for young children.

The group have thorough operational procedures in place relating to the National Standards. These are regularly reviewed and used in practice. The document is constantly reviewed.

Staff work well as a team. There are effective systems in place to support adult directed time with children. The group implement a voluntary assistance scheme, with clear working direction. Adult to child ratios are good.

The group provide a broad balance of activities encompassing all developmental areas. Planning is clearly linked to the six areas of learning. Staff have a good knowledge of the Foundation Stage. Children were interested and engrossed in their play. Staff are flexible in taking direction when children provide impromptu learning opportunities. Adult interaction is excellent.

The premises is secure and adapted to suit the needs of young children. Low level storage units provide opportunities for developed independence. The group have use of an external area for outside play. Children are extremely able within their physical development.

The group have a good understanding of safety procedures. All necessary safety precautions are in place and monitored regularly.

Children appeared confident in meeting their individual care needs in relation to personal hygiene. There are effective procedures to support the administration of medication and emergency aid.

The group support healthy eating and snack times reflect this. Drinks are available at all times. Children independently pour themselves a drink.

The group welcome all children. Resources are sufficient for all children and reflect positive images. There are systems in place to support children with defined individual needs.

Children's behaviour is good. There are clear expectations and children have a knowledge of right and wrong.

There are effective systems to support the exchange of information for parents.

What has improved since the last inspection?

Since the last inspection they have developed their registration system to encompass times of arrival and departure.

What is being done well?

- The group have thorough operational procedures in place relating to the National Standards. These are regularly reviewed and support their working practice. The document continues to remain a work in progress.
- Staff work well as a team. There are effective systems in place to support

adult directed time with children. The group implement a voluntary assistance scheme, with clear working direction. Adult to child ratios are good.

- The group provide a broad balance of activities encompassing all developmental areas. Planning is clearly linked to the six areas of learning. Staff have a good knowledge of the Foundation Stage. Children were interested and engrossed in their play. Staff are flexible in taking direction when children provide impromptu learning opportunities. Adult interaction is excellent.
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- The group welcome all children. Resources are sufficient for all children and reflect positive images. There are systems in place to support children with defined individual needs.
- Children's behaviour is good. There are clear expectations and children have a knowledge of right and wrong.
- There are effective systems to support the exchange of information for parents.

What needs to be improved?

- consider the development of systems all activities undertaken, linking to the six areas of learning

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
3	Consider the development of systems to record all activities undertaken.

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

How effective is the nursery education?

Turvey Pre-School offers good quality provision through a range of practical activities. Children's progress is very good in personal social and emotional, communication language and literacy, knowledge and understanding of the world and physical development. Generally good progress is being made in mathematics and creative development

Teaching is generally good, but has some areas of weakness. The staff have a good understanding of the foundation stage and use this to plan. However planning is not always implemented effectively, for example, there are missed opportunities for children to learn about shape, space and measurement within maths and exploring two and three dimensional shapes in creative development.

Staff are sensitive and supportive towards the needs of the children. Good relationships are being formed. Staff provide very good role models and use appropriate behaviour strategies to support children's learning.

Leadership and management is very good. The pre-school benefits from the strong leadership of an effective management structure. There are good systems in place for monitoring and evaluating the provision. Staff are committed to improving the outcomes for the children's learning.

Partnership with parents is very good. Parents are informed about the provision and are regularly updated on their child's progress. They are involved with many aspects of the pre-school and are encouraged to share in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. The staff are skilled at helping children become confident, use their imagination and become independent learners.
- Staff provide activities that interest the children and help them to learn right from wrong. Behaviour is good.
- Children's communication, language and literacy skills are very good. Children are confident and are making good progress with reading and writing skills. Extension of vocabulary is promoted well.
- Knowledge and understanding of the world is very good. Children have opportunities to explore and investigate objects and they are very competent with structural materials and building from memory.
- Staff set a range of physical challenges and activities throughout their planning schedule. These enable children to become confident with both fine and gross motor skills. Children are physically very able.

- Staff have close links with parents and carers, encouraging them to be actively involved with their children's learning.
- Leadership and management is very good. There is a clear hierarchy and all staff work together as a team sharing roles and responsibilities.

What needs to be improved?

- - ensure that staff implement planning effectively and that all areas of learning are covered including shape, space and measurement in mathematics and exploring media and materials in creative development.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Staff have reviewed their procedures and documents for planning, assessment and teaching and have implemented effective educational thinking. They have continued to use this information to identify specific learning opportunities for individuals.

Assessment records are clearly linked to the six areas of learning and regular staff observations and tracking of children's achievements are implemented. The records are regularly made available to parents and a parents comment sheet at the front of the book enables parents to be involved in this process.

The group have increased opportunities for exploration of made things and extended opportunities for technology with the increase of computer programmes.

They have undertaken training for Special Educational needs and now have a dedicated SENCO with effective systems to support children with individual educational plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested and motivated to learn. They respond positively to staff and are forming good relationships with their peers. Children know right from wrong. Children experience events within their own culture and develop an understanding of the wider world through the celebration festivals

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's vocabulary is developed and extended through stories and activities. The children concentrate and listen to stories well. They are confident in the connection of initial letter sounds to letters and have are developing a knowledge of phonics. The children have various opportunities to mark make. Most older children write recognisable letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count everyday objects and group them and describe quantity and position. They are beginning to solve simple problems. Through planning staff promote skills in recognising and recreating patterns. Children do not always have opportunities to explore shape, space and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to increase their awareness of the natural world, develop their sense of time, place and culture, through a range of planned and interesting activities. They are able to explore and investigate a range of natural objects and made materials. They are competent in design and making and are able to construct with and without pictorial guidance. The children use technology in everyday situations with increasing competence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff plan a wide range of opportunities for children to practice and refine their skills. Children move confidently and imaginatively, showing an awareness of space for themselves and others. Children handle tools, materials and objects safely and with increasing control. Large equipment is used purposefully, developing the children's skills and control of their bodies. Children are becoming aware of changes that happen to their bodies during activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are encouraged to use their imagination and express their ideas through a variety of different activities and opportunities. However, staff missed opportunities to extend knowledge of two and three dimensional shapes. Children are introduced to a wide range of music and encouraged to sing number songs and rhymes. Good opportunities are provided for role play through use of dressing up clothes and equipment.

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

- - ensure that staff implement planning effectively and that all areas of learning are covered, in particular, shape, space and measurement in maths and exploring media and materials in creative development.

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.