



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106172

DfES Number: 524576

INSPECTION DETAILS

Inspection Date 26/01/2005
Inspector Name Christine Slaney

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Marldon Pre-School Playgroup
Setting Address Marldon Village Hall
Village Road, Marldon
Paignton
Devon
TQ3 1SJ

REGISTERED PROVIDER DETAILS

Name Marldon Community Pre-school 1035916

ORGANISATION DETAILS

Name Marldon Community Pre-school
Address Marldon Community Pre-school
Marldon Village Hall, Village Road, Marldon
Paignton
Devon
TQ3 1SJ

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

Marldon Pre-school is set in the village of Marldon, near Paignton in Devon. It was first established over thirty years ago and is managed by a committee of parents. The pre-school operates from a village hall and has the sole use, during sessions, of a large hall, committee room and a community room. There is a kitchen area and toilets. There is no outside play space attached to the hall. However, the group make use of a meadow and playground which is located nearby.

The group is open every morning, Monday to Friday, during term time for up to 26 children aged from three to five years. Children may attend in the half term before their third birthday if they are accompanied by their parents. There are currently 20 children on roll of whom 18 are funded three-and four-year-olds. The group supports funded children with special educational needs. There are none for whom English is an additional language. The pre-school is open from 09.15 to 11.45. A lunch club is also provided from 11.45 to 13.15.

There are six staff members who work directly with the children, four of whom are qualified. Children come from a variety of social and cultural backgrounds and live in the surrounding area. The group has had help and support from the of the Early Years Development and Childcare Partnership

How good is the Day Care?

Marldon Pre-school provides good care for children. Staff work very hard, within the limitations of the village hall, to provide children and parents with an environment which feels warm and welcoming. For example, they use portable display boards to present appropriate information and children's work. There are also suitable routines that help children feel secure.

The organisation of care is good and most staff hold an early years qualification. There are clear policies and procedures which work in practice. Staff work well together and planning is completed as a staff team. Consequently there is a suitable

range of planned activities, toys and equipment, which are age-appropriate and overall provide challenges to development. Staff use appropriate strategies to deal with children's behaviour and overall behaviour is good. Children are polite and show care and consideration; for example, children are sensitive to others' needs.

Positive steps are taken to ensure children are safe, for example, visitors are requested to sign in. Staff encourage good hygiene practices, for instance children wash hands before snack time, and practical steps are taken to prevent the spread of infection. There are good arrangements for the provision of drinks and food. Staff have a good understanding of equal opportunities and special educational needs. There is a clear child protection policy which is shared with parents. However, some detail is limited, for example, recording existing injuries.

The partnership with parents is good. Parents are aware of children's progress and can access their records. The pre-school also shares a useful prospectus with parents at admission. Staff understand children's individual needs and use time effectively at the end of the session to discuss the children's day and progress.

What has improved since the last inspection?

At the last inspection actions were raised relating to the health and safety of the children, and some documentation. Good progress has been made. The operational plan now includes procedures for lost or uncollected children and there are now copies of staff qualifications. The risk assessment on the premises has identified risks and actions have been taken to minimise these; for example, doors now include an alarmed system. Written permission from parents has been sought for emergency medical treatment and there are now safe and hygienic hand washing facilities for children to use. The complaints policy includes necessary details and the child protection policy includes the correct procedures.

What is being done well?

- The organisation of care is developing well under the new administration team. Policies are clear, available to parents and work in practice. For example, all visitors are requested to sign in.
- Staff work well together and are good role models for children.
- Staff work very hard, within the limitations of the village hall, to provide children and parents with an environment which feels warm and welcoming. For example, they use portable display boards to display appropriate information and they place well presented labels around the room to provide a print rich environment.
- The partnership with parents is good. Parents are aware of children's progress and can access their records.

What needs to be improved?

- recording of existing injuries.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
13	Ensure that pre-existing injuries are recorded.

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

How effective is the nursery education?

Marldon Pre-school provides good quality nursery education, with children making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. The new play leader uses her sound knowledge of the Foundation Stage curriculum to produce plans that give children, access to some interesting activities. However, some staff lack the knowledge to extend children's learning through naturally arising opportunities in both planned and spontaneous activities. Daily plans are detailed and clear and also provide good reference for staff and parents.

New observation and assessment systems allow the setting to record good quality information about children's progress, and then use this information to plan the next steps in children's learning. The setting organises the space well and plans outdoor activities within the hall. They regularly plan trips to a local play area and meadow. Resources are accessible to children, however, these are insufficient to promote learning in all areas. Staff give children a good level of support and those children with special educational needs are supported particularly well. Overall staff interact effectively with children and are positive role models.

The leadership and management of the setting are generally good. The management team have been effective in developing a committed staff team who work well together. Management are due to implement appraisals to monitor staff development. However, they have not yet sufficiently identified staff's limited knowledge and understanding of how children learn.

The partnership with parents is very good. Staff provide ongoing feedback about their child's progress. Parents are also provided with good quality information about the educational programme.

What is being done well?

- Children are confident and proud of their achievements; for example they show adults their completed drawings.
- Children have appropriate opportunities to explore colour, texture and form. As a consequence they are confident as they create and design their own ideas; for example, what they think a sheep looks like.
- The newly appointed play leader has made some positive improvements particularly in the areas of planning and assessing children.
- Staff and parents enjoy a very good relationship. There are good systems for communicating with parents; for example, portable display boards with good quality information for parents. The pre-school is also due to introduce an

open day for parents.

What needs to be improved?

- staff knowledge and understanding of the early learning goals to enable them to promote and extend children's learning through both planned and free play activities
- children's access to resources and activities which promote learning in all areas, particularly knowledge and understanding of the world and physical development.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous inspection. These required the pre-school to provide a balance of language and mathematics activities throughout each week; assess children's progress and attainment in all six areas of learning; establish an effective system to monitor teaching, planning and assessment; provide resources to give children opportunities to develop balancing skills and increase staff awareness of the 1994 Code of Practice.

Activities to promote language and maths are now planned throughout the week. Consequently, children experience regular teaching in these areas. However, minor weaknesses remain due to staff's limited understanding of how children learn through play. Assessment systems have been introduced and are now used to enable practitioners to effectively plan the next stages in children's learning. Appraisals are being introduced and management are aware of most strengths and weaknesses. The newly appointed play leader has made some positive improvements particularly in the areas of planning and assessing children. Balancing skills are now promoted well. Staff have increased their understanding of the Code of Practice and now support children with special educational needs well. Consequently all children enjoy experiences that allow them to feel secure and part of the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and proud of their achievements as they show adults their completed drawings. Overall, children behave well as they play both individually and in small groups. However, learning during large group activities like circle time can be limited by more active children who sometimes struggle to concentrate. Children feel safe and secure and are making attachments to others; for example, they are sensitive to others' needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy and join in familiar rhymes and stories with enthusiasm. Some children are able to recall activities completed the previous day and talk confidently about these experiences. Most listen well, however whole group situations are not always used to reinforce group listening skills consequently some children disrupt the large group activity. Clear labelling of displays and objects helps children to develop an understanding that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in counting activities and thoroughly enjoy singing number songs. They are also beginning to recognise written numerals and staff create sufficient opportunities to separate objects into unequal groups. However, opportunities to extend understanding further are not always used effectively due to staff's limited understanding of the value of play activities; for example, positional language such as, in front, behind, next to.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have appropriate opportunities to explore, investigate and find out about features of their own and the wider environment through a range of themed based activities. However, opportunities are limited by what is freely available. They use information communication technology appropriately and children thoroughly enjoy designing and building for different purposes. Plans show children have opportunities to experience a range of varied cultural experiences and traditions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities for physical activities and using a range of small and large equipment. As a consequence overall children move safely and confidently as they ride on toys. However, children do not have regular opportunities to reinforce their physical skills in meaningful situations like pouring drinks at snack time. They are, however, developing good control of a range of tools like pencils, paintbrushes and glue sticks.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have appropriate opportunities to explore colour, texture and form using a variety of media. They are confident and capable as they create and design their own pictures; for example, developing their own ideas of what a sheep looks like. Consequently children can recognise colour during their play. However, staff do not always use questions to effectively encourage children's responses to their ideas. Children enjoy singing and join in with repetitive songs like five speckled frogs.

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

- Increase staff knowledge and understanding of how young children learn to enable staff to make more effective use of planned and free play activities to promote the learning of all children
- Monitor the educational provision to ensure that children have sufficient access to resources and activities which promote learning in all areas, particularly knowledge and understanding of the world and physical 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.