



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221745

DfES Number: 514560

INSPECTION DETAILS

Inspection Date 17/11/2004
Inspector Name Heidi Falconer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Great Staughton Pre-School (Piglets)
Setting Address The Playing Field
Great Staughton
St. Neots
Cambridgeshire
PE19 5BA

REGISTERED PROVIDER DETAILS

Name The Committee of Great Staughton Pre School 291000

ORGANISATION DETAILS

Name Great Staughton Pre School
Address The Playing Field
Great Staughton
St. Neots
Cambridgeshire
PE19 5BA

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

Great Staughton Pre-school opened in 1977 and operates from two rooms in a purpose built premises. The premises forms part of a sports pavilion. It is situated in the village of Gt.Staughton on the outskirts of St.Neots. A maximum 25 children may attend the pre-school at any one time. The pre school is open each weekday from 08:45 to 12:45 during school term times. All children have access to a secure, enclosed outdoor play area.

There are currently 24 children from 2 to 4 years on roll. Of these, 13 children receive funding for nursery education. Children come from a wide area. The pre-school supports 1 child with special educational needs.

The pre- school employs 3 staff. All of the staff, including the manager, hold appropriate early years qualifications.

How good is the Day Care?

Gt. Staughton Pre school (Piglets) provides good quality care for children.

The group benefit from having a stable and committed staff team who work well together and have a good understanding of their roles and responsibilities. Staff have created a welcoming and stimulating environment for children through their creative use of the space available. All policies and procedures are in place, which are clearly implemented and understood by all staff.

Children are provided with a good range of activities to support their play and learning. Staff provide a good balance between adult and child initiated activities, although there are fewer opportunities for children to self-select activities other than those set out. Staff use praise and encouragement effectively to develop children's self esteem. Children persevere with activities with adult encouragement. Staff manage behaviour consistently and children know what is expected of them. Children's behaviour is very good. Staff spend a majority of their time talking and playing with the children. Children have developed good relationships with staff and

each other.

Staff create a safe and secure environment for children. Staff are vigilant about children's safety indoors and out without restricting children's natural curiosity of the environment around them. Procedures are in place to promote children's health and hygiene however the arrangements for nappy changing are not always appropriate. Partnership with parents and other professionals ensures that children with special needs are well cared for. Policies to protect children are in place.

There is good partnership with parents. The group welcomes parents to work with them to ensure that the needs of all children are met. Parents are kept well informed about their child and the provision through a variety of forms of communication. This allows parents to make informed decisions about their child's care.

What has improved since the last inspection?

The group was asked to ensure that all staff submit to the vetting procedure. All staff are cleared and copies are available in the group's operational plan. This ensures that all staff working with children are suitable to do so.

The group was also asked to ensure that children's dietary preferences and religious requirements were recorded and heeded. The group currently has no children who have any special dietary requirements and staff have included a space for recording dietary provision and religious requirements on the children's registration form. This ensures that staff are aware of individual dietary needs and preferences and that these are respected and met.

The group was asked to ensure that their complaints procedure includes the contact details of the regulatory body. The policy now contains the appropriate contact details for Ofsted. This information informs parents of who the regulatory body is and how it can be contacted.

What is being done well?

- Staff are deployed effectively to ensure that children are well supported in play and are well supervised at all times. Staff have developed good relationships with the children. Children enjoy staff involvement in their play and actively involve them particularly in imaginative play.
- Staff have developed a good partnership with parents. They discuss the children's day with parents at the end of each session. A parent's notice board and regular newsletters ensure that parents are kept informed of forthcoming events and important issues. Policies and procedures are also displayed on the notice board for parents to view at any time. New parents are given a comprehensive booklet about the provision, which contains important information about the provision.
- Staff manage children's behaviour consistently giving children lots of praise and encouragement. This support encourages children to persevere with tasks that are challenging to them. Behaviour at the group is very good

children are aware of their boundaries and what is expected of them. Children show a caring attitude towards others and are showing an awareness of the impact on their actions on others.

- Staff place a strong emphasis on using the outdoor area to extend children's learning experiences. The group use the outdoor area on a daily basis whatever the weather. Parents provide children with appropriate clothing and the group have additional clothing which can be used on cold and wet days. Children enjoy daily walks and use it as a opportunity to explore the outdoor environment. Children talk freely to each other and staff about their observations of the changing environment and things that they have found. During free play sessions children move freely between the main room and the secure rear garden. This allows children to make choices about their play.

What needs to be improved?

- opportunities to develop children's independence e.g. snack times
- the arrangements for nappy changing to ensure good hygiene practices and children's privacy

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
3	Consider ways in which children's independence can be promoted e.g. through self selection of equipment and serving themselves at snack

	times.
4	Consider the location of nappy changing arrangements to ensure good hygiene practice and to respect children's privacy.

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

How effective is the nursery education?

Nursery provision at Piglets pre-school is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in Physical Development and generally good progress in all other areas of learning.

Quality of teaching is generally good. Staff use their knowledge of the Foundation Stage and the stepping stones to plan a balance of activities across the six areas of learning. Activities show what the intended learning is, and how this will be supported by the staff. There is some grouping of the children so that the activity can be adapted to meet individual needs. Activities challenge younger children effectively but staff miss some opportunities to challenge the older or more able children. Staff use questioning effectively.

Staff provide a wide range of activities and take an active interest in children's play, although sometimes miss opportunities to pursue children's spontaneous interests to extend learning. Behaviour is well managed and appropriate encouragement is given to encourage children to pursue more difficult activities and to persevere.

Staff effectively assess children's learning against the stepping stones. These observations and assessments of children are recorded and are used to inform planning and move children on to the next steps.

Leadership and management is generally good. There is very good team work between the staff who know their roles and carry them out well. Regular staff meetings are held as well as informal opportunities to discuss issues that arise which then inform planning. Training needs are identified and supported. There are no formal appraisals for staff and there is not a clearly established system to monitor and evaluate the quality of teaching. There are good links with the local school.

Partnership with parents is very good. Clear information is given to parents about the early learning goals and they are invited to share what they know about their child's learning

What is being done well?

- The planning of physical development provides children with excellent opportunities to use small and large equipment safely and with increasing ability.
- Staff's knowledge of the Foundation Stage and the stepping stones is good. This knowledge is used in planning to ensure that plans take into account children's individual needs.
- Staff all work well together as a cohesive team. They have developed good relationships with the children which creates a positive learning environment

where children feel confident and secure.

- Staff provide lots of opportunities for children to use information and communication technology. Children show evident enjoyment and knowledge of how things work. Children are using ICT with increasing skill.

What needs to be improved?

- the use of spontaneous observations from children to extend their learning and extending challenges for more able or older children
- monitoring and evaluation of the learning environment

What has improved since the last inspection?

The group has made very good progress in response to their point for consideration made in their last report. This referred to the development of a strategy which took into account new curriculum guidance. Staff have a very good understanding of the Foundation Stage and early learning goals which they use to plan a varied curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their carers happily and are confident and eager to come into the group. Children are forming good relationships with each other and staff, and are starting to show consideration for other's feelings. Children's independence is being fostered in their management of self care. There are fewer opportunities for children to develop independence skills in everyday activities, for example, pouring drinks at snack times, or selecting free play activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with one another and staff to express their needs. Staff support children's developing language by linking sounds to letters, when talking about days of the week and at circle times. Most children recognise their names finding it when they come into the group. Children are provided with opportunities to practise their handwriting both formally and in some play situations. Children enjoy stories and show an interest in books and are able to use them correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language such as big, little, bigger, smaller in everyday activities and this is supported by staff by their good questioning skills. Older or more able children are not always learning to calculate in everyday situations. Children are given lots of opportunities to count, relating number to everyday objects. Planned activities give children opportunities to link numbers to objects by comparing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about their environment . Daily walks provide children with opportunities to discuss differences and changes they have observed. Some children can tell the day of the week through their observations. IT skills are being developed well. There are few opportunities for children to choose different methods of construction and joining of materials. Children are developing a sense of time and place through topics and activities involving visits from people in the local community

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently indoors and out showing an awareness of space and demonstrate good co-ordination to avoid collision with others. Children move their bodies with increasing control. Children are learning how their bodies work and how to look after themselves through planned and spontaneous activities. Planned activities are used to help children develop skills e.g. running, jumping and awareness of space. Children learn manipulative skills with small apparatus and tools, e.g. scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's imagination is fostered. Role play situations are created and children use dressing up equipment freely. Staff join in appropriately in children's role play to help extend their imagination. There are fewer opportunities for children to explore and communicate their own ideas through spontaneous opportunities for children to paint and draw. Sound is explored through a variety of musical instruments and songs which children participate in and enjoy.

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

- Develop monitoring and evaluation of the learning environment
- Ensure opportunities are taken to extend challenge for older or more able children and use learning opportunities created by children's spontaneous observations.

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.