



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113706

DfES Number: 510369

INSPECTION DETAILS

Inspection Date 25/06/2004
Inspector Name Maureen Croxford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Southwater Village Hall Pre-School
Setting Address Church Lane
Southwater
Nr. Horsham
West Sussex
RH13 7BT

REGISTERED PROVIDER DETAILS

Name The Committee of Southwater Village Hall Pre-School 1137069
1027293

ORGANISATION DETAILS

Name Southwater Village Hall Pre-School
Address Church Lane
Southwater
Horsham
West Sussex
RH13 9BT

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

Southwater Pre-School opened in 1974. It operates from two rooms at the Southwater Village Hall, in Southwater, near Horsham, West Sussex. Use is also made of a fully enclosed outside area. The pre-school offers sessional care, serving the local area and surrounding villages.

The pre-school is registered to care for a total of 42 children. There are currently 103 children from 2 to 5 years on roll. This includes 35 funded three-year-olds and 49 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times and is open from 9.15 to 12.15 every morning and 12.30 to 16.00 afternoons

There are 14 staff working directly with the children. Nine of the staff have early years qualifications to NVQ level 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership. The group work closely with the local primary schools.

How good is the Day Care?

Southwater Pre-School offers good quality care for children. Over half the staff hold appropriate qualifications and all staff see the updating of training as very important. The space and resources are well organised to ensure that children are well cared for. The staff team maintain high adult:child ratios and work well together. They provide a welcoming environment by displaying the children's work and posters on the walls. Children have access to a good range of toys and activities. All required documentation is in place and stored in line with regulation, although policies are not always revisited and updated.

Good safety procedures are in place and staff have a high level of awareness of

risks to children's health and safety. Health and hygiene practices are promoted by ensuring that the children wash their hands at the appropriate time to prevent the spread of germs. Nutritious snacks and drinks are provided at regular intervals. All children are treated as individuals and staff are fully aware of their needs. Strategies are in place to ensure that children with special needs are fully integrated.

Staff plan the curriculum and provide many resources and toys that offer children a varied range of interesting and stimulating activities, which develop children's knowledge and understanding in all areas of learning. Staff interact well with children, act as good role models and use praise and encouragement to build children's self-esteem and confidence.

Good relationships are developed between staff and parents and all keyworkers make themselves available to discuss individual children's needs. Parents are kept informed of the groups procedures through the prospectus, newsletters, notice boards, parents evenings and discussions with staff.

What has improved since the last inspection?

N/A

What is being done well?

- Most staff hold appropriate childcare qualifications and have a good understanding of the National Standards. Their training and experience enables them to provide a variety of play opportunities.
- Staff are well deployed to ensure that children are well cared for and supported.
- Staff interact well with children to form firm relationships. They have a good understanding of children's individual needs and their home circumstances.
- A clean, light and stimulating environment is provided, where children learn through a wide range of practical activities. Children's art work is well displayed on display boards.
- Staff are fully aware of safety issues and supervise children constantly to ensure that they are kept safe at all times. A comprehensive risk assessment is in place.

What needs to be improved?

- the updating of policies
- the complaints procedure to include a record of complaints and suggestions.

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	ensure that policies are reviewed and updated regularly and develop a complaints procedure.

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

How effective is the nursery education?

The provision for nursery education at Southwater Pre-School is acceptable and is of a high quality and children are making very good progress towards the Early Learning Goals.

The quality of teaching is very good and staff are skilled in their teaching methods. Staff have a sound understanding of the foundation stage and use their knowledge to enable each child to progress towards the early learning goals. The qualified staff work extremely well together to create a calm, welcoming child-centred environment. Staff use excellent questioning techniques and encourage children to think and express their own ideas. They provide a good variety of stimulating activities for the children.

Staff plan a variety of excellent, practical activities, both in and outside, and understand what children learn from them. Evaluation against the stepping stones and early learning goals takes place and planning and assessment takes into account differentiation in all areas. Staff independently support all children and help them progress. Children are encouraged to be helpful and supportive to each other and behave very well.

Leadership and management of the provision is very good. Staff work well as a team, are well deployed and are supported by the committee. The manager, supervisors and staff share responsibility for planning and assessment. Professional development is valued and staff are actively encouraged to attend further training. Regular appraisals are held.

The partnership with parents is very good. Parents are kept well informed about the provision, forthcoming events and their children's progress towards the early learning goals. They are made welcome in the nursery and have opportunities to become involved in topics and activities. There are effective systems in place to share information, including open evenings, parties, newsletters, notice board and welcome packs.

What is being done well?

- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Many learning opportunities are provided throughout the daily routine.
- Staff make good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.
- Management have clear objectives and defined roles and responsibilities. Staff have a clear understanding of their strengths and weakness. They are

supported and encouraged to participate in self-appraisals.

- The staff welcome parental involvement in their child's learning and provide worthwhile opportunities to share information.

What needs to be improved?

- the opportunities for children to become more independent, for example, taking themselves to the toilet.
- the opportunities for children to measure and record their findings.

What has improved since the last inspection?

At the last inspection there were no key issues, however there were points for consideration to improve the role-play and book area.

Since the last inspection, the group have made very good progress.

Children now have access to a role-play area and are provided with many opportunities to act out their own ideas and make up stories, i.e. the café and the camping activities.

A comfortable reading area has been created, with a carpet, child sized armchairs and a new sensible sized bookcase where books are well displayed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and well motivated. They behave well and understand what is expected of them. They are developing an good awareness of what is right and wrong, and are able to take turns and share resources. Children are given good support and guidance by staff who build strong relationships with them. There are some opportunities for children to develop independence for example, pouring drinks, although they are not encouraged to be self-reliant when going to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing very well. Children and staff initiate conversations and listen to each other. A good introduction to reading and writing is provided for children, through well structured activities, including writing for a purpose for example in the home corner. Children have respect for books and use them appropriately. They are developing their confidence increasingly through the use of vocabulary in role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of number and most are able to count to ten reliably and some beyond. Children are able to sort by function and compare shape and there are some opportunities offered for measurement. Some children are developing skills in simple number operations such as adding together. They are beginning to use mathematical language correctly and developing an awareness of weight and capacity through the use of good resources and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a lively interest in the world around them. A wide range of interesting topics allow children to explore and investigate aspects of the natural and the man made world, and different cultures. Their sense of time and place is promoted as they talk about past and present events. They receive opportunities to find out more about their environment, for example through visits to their allotment. Children receive many opportunities to use simple technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing and constructing. Children display a good awareness of themselves and others as they play. Opportunities to use large equipment ensure that children move around safely and freely. They learn about the importance of personal hygiene, healthy eating and changes that happen to their bodies through discussion such as getting hot when doing exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn about colour, texture, shape and form using a wide variety of media. They enjoy worthwhile activities which explore three-dimensional space when making collages and creating models. They have regular music and gym opportunities and enjoy playing with the musical instruments. Planned role play activities offered are varied and interesting, and staff fully participate to encourage the children's imagination.

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:
- further development of opportunities to encourage children's independence;
- further opportunities for children to be able to measure and record their findings.

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.