



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141106

DfES Number: 519404

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Mary Daniel

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Motcombe Pre-School
Setting Address	Motcombe First School Motcombe Shaftesbury Dorset SP7 9NT

REGISTERED PROVIDER DETAILS

Name	The Committee of Motcombe Pre-School 02/0457/3 1013154
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ORGANISATION DETAILS

Name	Motcombe Pre-School
Address	Motcombe Primary School Motcombe Shaftesbury Dorset SP7 9NT

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

Motcombe Pre-school operate from a purpose built mobile unit in the grounds of Motcombe Primary School, situated in the village of Motcombe near to the town of Shaftesbury. Children have use of a purpose built play unit, and the school hall and playground, when not in use by the school children. The pre-school serves both the community of Motcombe and surrounding areas.

This parent committee run group has been established since 1993 and is registered to provide sessional care to 17 children, aged 2 to 5 years, term time only. There are currently 16 children on roll. The group are open on Monday to Wednesday from 09:00 - 12:45, and on a Friday from 09:00 - 11:45. There are two ready, steady school sessions offered, one on a Thursday from 09:00 - 12:45 and one on a Friday from 12:15 - 15:10. There is a lunchtime session included each day apart from on a Friday morning.

Motcombe Pre-school are in receipt of government funding for children and currently have 4 funded 3-year-old and 11 funded 4-year-olds attending, and cater for children with special educational needs and those with English as an additional language. There are three staff, all of whom have either completed an early years qualification, or who are currently training in child care. Staff receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Motcombe Pre-School is providing satisfactory care for children. The purpose built premises are clean, light and space is organised effectively to create a suitable play environment. There is a wide range of age appropriate toys and resources, which are bright and in good condition.

Safety prevention in place overall is sufficient, although the protection of heaters is not fully adequate, and the system in place for children's arrival and departure times, is not effectively organised to maintain full security. There are clear hygiene procedures in place that help in preventing the spread of infection. Children are

encouraged in healthy eating and they enjoy a selection of fruits for their snack time, with respect given for any individual dietary needs. All children are valued at the setting, although there are few resources available to promote their awareness of diversity within the play environment.

Children are settled and mix well with staff and in their peer groups, participating willingly in a variety of exciting play activities. Children show interest and confidence in their play. Staff encourage children in good behaviour through use of a positive approach.

Documentation overall is in order, although the accident book and system for recording administration of medication are not fully detailed. Staff form good relationships with parents and liaise well on particular care to be provided for their children.

What has improved since the last inspection?

At last inspection actions were set to implement required records and policies and to encourage children in good hand hygiene practice.

These have overall been addressed effectively by introducing a policy for lost or uncollected children and reviewing and updating all policies to be consistent with current legislation and guidance. A record of visitors is maintained to monitor security of premises and incidents are now recorded, although a separate book is to be provided for this purpose. Paper towels and liquid soap have now been provided to support children in good hand hygiene practice.

What is being done well?

- Children relate well to staff and form good relationships. Staff give a caring approach, and provide interesting and appropriate activities, while maintaining clear daily routines to help children feel secure in their play.
- There is a warm, welcoming play environment provided, which looks bright and inviting for children. Space is used well to create different areas of play and staff make good use of the school facilities available to provide children with a variety of indoor and outdoor physical play opportunities.
- Children are encouraged in healthy eating through provision of nutritious snacks. Children take turns to share out the plates of varied fruits to others at their table. Staff recognise individual dietary needs and prepare suitable snacks accordingly.

What needs to be improved?

- the systems in place to ensure children's security is maintained during arrival and departure times and the safety of heaters to prevent children's access to hot surfaces
- the system for recording administration of medication and accidents to

ensure all required details can be clearly recorded

- the resources available within the play environment to reflect positive images of diversity and help raise children's awareness.

Outcome of the inspection

Satisfactory

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
5	Improve upon provision of resources available within the play environment to reflect positive images of diversity, and help to raise children's awareness.
6	Further develop the systems in place to ensure children's security is maintained during arrival and departure times and that hot surfaces are not accessible to children.
14	Improve current systems of recording administration of medication and accidents to ensure all required details can be clearly detailed.

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

How effective is the nursery education?

Motcombe Pre-School is of good quality and the children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects to support communication and physical play. Overall, staff plan a well-balanced curriculum and use a detailed assessment system to provide interesting activities. Staff support children well in counting through play and in solving simple number problems, such as when they count how many girls and boys are present. Staff are not fully consolidating these skills though, by pursuing other aspects of mathematical development, for example; in recognising the written number. Staff promote physical play very well, as children excitedly join in with musical action tapes, and enjoy riding around the obstacle course. Staff interact well with the children, helping them to feel settled and secure in play. Staff sometimes miss opportunities, through ineffective deployment, to maximise children's learning, for example; in promoting their social and independence skills at snack time. Staff adapt activities accordingly to enable children to gain a sense of achievement in play. They listen as children confidently express their thoughts, for example; as they talk of a rainbow and weather changes.

Leadership and management are generally good. The supportive committee work well with the play leader in their aims for improvement, but there is no formal system of monitoring progress. Recent changes made, have impacted well on children's learning, for example; in forming regular liaison with the local school. A clear appraisal system supports staff development well.

Partnership with parents is generally good. Parents receive a clearly laid out prospectus and regular newsletters to inform of current events, although information given on the curriculum basis is limited. The group intend to offer open mornings for parents to share information on their child's progress.

What is being done well?

- Children are confident and settled within the play environment, and become absorbed within their imaginative play activities.
- Children are provided with regular physical play opportunities which promote different learning skills.
- Children are confident speakers and use their knowledge of language well to explain their feelings and experiences.

What needs to be improved?

- the organisation of staff deployment at some times in the session, to ensure

all learning opportunities are fully maximised with all children at all times, and to encourage good interaction and development of social and independence skills, particularly at snack time

- the procedures for evaluating the strengths and weaknesses of the provision, to support and monitor the overall progress of the pre-school
- the provision of regular opportunities both planned and spontaneous, for children to further develop their current knowledge of numbers within the general play environment and in practical situations, and to encourage them to start solving practical problems independently.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. They have recently appointed a new play leader who has introduced a planning system to encompass extension activities, and ensure that each child can be moved on appropriately. Overall, this was seen in practice, although some opportunities to extend children's learning are not fully maximised. The layout of the room has been reviewed and changed around. This has reduced the amount of open space where children could run and has encouraged them to be quieter and listen to staff more easily.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children sit quietly at register time and most show confidence within a larger group activity. They begin to develop independence skills as try on the dressing up clothes and take responsibility in helping to tidy up, but this is not fully extended at other times. Staff promote good behaviour through use of praise and support and children generally behave well. Children become familiar with their local community as they walk to the Post Office and celebrate events such as Easter together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy listening to stories and join in enthusiastically with their days of the week song. They begin to recognise print carries meaning as they find their bright name cards on the snack table and they start to link sounds with letters as they discuss the 'Letter of the week'. Children are showing increasing control in mark making and some can start to form recognisable letters. Children are confident speakers and use language very well to express their thoughts.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show confidence in numbers as they count how many children are present. They begin to understand simple number problems as they add on the number of adults present. They are encouraged to solve simple concepts through computer games, but are not sufficiently helped to recognise the written number shape within the general play environment or use numbers independently in play. Children begin to recognise squares, circles and triangles as they stick these shapes onto their shape man.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about change as they discuss the weather and the rainbow that appears when it's sunny and rainy. Children discover their natural environment as they go on an insect hunt, and visit the farm and feed the baby lambs. They start to develop a sense of time through their days of the week song. There are fewer opportunities provided to learn about other cultures and ways of living through everyday play. Children enjoy using the computer and show control in operating the mouse.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show pleasure and respond well to action tapes as they begin to combine and repeat a range of movements to music. They learn about healthy living as they enjoy the various fruits at snack time. Their fine motor skills are very well encouraged in the many hand-eye co-ordination activities such as collage sticking and threading cards. Children are very well challenged in a variety of stimulating physical play activities and they confidently manoeuvre the bikes around the obstacle course.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well and become absorbed in a variety of role play opportunities, and enjoy dressing up to support this play. They enjoy singing together and listening to music, but are not so well encouraged in learning how sounds can be changed through use of musical instruments. Children explore different textures as they use a range of mediums and materials and use their imagination creatively in their art and design work.

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

- improve upon organisation of staff deployment, resources and snack times to ensure all learning opportunities are maximised at all times, allowing for regular interaction with children to support the development of their social and independence skills
- implement a system for evaluating the strengths and weaknesses of the provision, to support and monitor the overall progress and aims for improvement of the pre-school
- provide more regular opportunities, both planned and spontaneous, for children to build on their current awareness of number concepts, including recognising the written number, within the play environment and in everyday practical situations and to encourage them to solve simple problems independently in play.

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.