



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 404638

DfES Number: 521524

INSPECTION DETAILS

Inspection Date	17/03/2004
Inspector Name	Siobhan O'Callaghan

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Committee Of Theydon Bois Pre School Group
Setting Address	Scout Headquarters Loughton Lane THEYDON BOIS Essex CM16 7JY

REGISTERED PROVIDER DETAILS

Name	The Committee of Theydon Bois Pre School
------	------------------------------------------

ORGANISATION DETAILS

Name	Theydon Bois Pre School
Address	The Scout Hut Loughton Lane Theydon Bois Essex CM16 7JY

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

Theydon Bois Pre-School has been established for over thirty years. In 1999 they changed their registration from sessional to full day care, this was to provide extended sessions for the older pre-school children. They operate from a large hall and one smaller room, within the scout headquarters at Theydon Bois. The pre-school serves the local and surrounding areas.

There are currently 45 children from 2 to 5 years on roll. This includes 29 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens Monday to Friday during school term times. Sessions are from 09:15 until 11:45, with extended days on Wednesday and Fridays until 14:45.

There are eleven part time staff working with the children, four of whom have early years qualifications to NVQ level 2 or 3. The supervisor is currently working towards a special educational needs qualification. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Theydon Bois Pre-School provides satisfactory care for the children. Staff make effective use of the space and resources available. They create a welcoming environment for the children and parents. All resources are easily accessible and promote children's independence. However staff training needs reviewing to ensure that children receive support from an equal balance of qualified staff. Essential documentation requires implementation to ensure that regulations and safety issues are being met.

Suitable procedures are in place to ensure children's safety, and personal hygiene is developed within daily routines. Most staff have attended first aid training. However, medication procedures need reviewing to ensure emergency medication is available

at all times. Children are offered nutritional snacks and although they enjoy this social occasion, it could be extended further to promote their independence. A key worker system ensures all children receive appropriate support, and necessary procedures are being implemented for children with special needs. Training for staff within child protection is essential.

Staff present children with a wide range of activities which support them to be independent learners. Staff sit at the children's level and encourage them to achieve tasks. They seem to know their key children well. Staff fully participate within children's self-chosen activities, and support them appropriately within adult led sessions. Children's behaviour is good, they follow positive role-models presented by staff.

The pre-school is committed to working in partnership with parents and carers. They encourage them to join the management committee, and welcome them to coffee mornings. Parents are aware that assessments are being maintained for their children, although most information sharing is verbal. Many parents have expressed their satisfaction with the provision.

What has improved since the last inspection?

At the last inspection, the pre-school had seven actions to address, three of which are still outstanding.

They were asked to develop an action plan that sets out how staff training and qualification requirements will be met. There are four qualified members of staff out of a team of eleven, thus they are not meeting the regulation of 50% of staff to be qualified. This will remain an action, and must be implemented as soon as possible.

They were asked to ensure that all hazards to children on the premises, both inside and out are minimised. (This referred to the trailer and fridge left in the children's outside play area.) All hazards have been removed, staff have now cordoned off a safe area for children which is checked daily before accessing this area. Risk assessments and the security of the premises were also highlighted as areas for improvement. A named member of staff is now responsible for maintaining risk assessments; she checks the environment daily, ensuring that all safety equipment is in place. Good supervision and secure procedures for children entering and leaving the premises, ensures their safety at all times.

The pre-school were requested to keep a record of all visitors. This is now in place.

They were asked to provide a written complaints procedure, which includes the address and telephone number of the regulator. A procedure is in place, however this is out of date, and needs updating to ensure parents have correct information. This will remain an issue for further implementation.

Lastly they were asked to provide an action plan detailing how staffs knowledge and understanding of child protection issues were to be developed. There has been no training within this area, and this will remain an action, and must be addressed within the very near future.

What is being done well?

- The children are happy and settled within their environment. They are fully involved within all the activities and resources available to them. They approach staff confidently for support or to involve them within their role-play. Their behaviour is good, which is reflected within the calm and yet busy atmosphere of the group.
- Staff have developed sound relationships with the children. They are calm and sensitive towards individual needs. Their written assessments of their key children's progress are extremely positive and focus on the children's strengths.
- The organisation of snack time gives children the choice of when they want to have their drink, fruit and biscuit. They can join the small table set out for them at any time. Children use this system very well, and they show a good awareness of personal hygiene at this time.
- The pre-school has a positive approach to the integration of children with special needs. They work in close partnership with parents and outside professionals to ensure children are receiving appropriate care and education.
- The pre-school has a good number of parents on their management committee, thus their input is fully valued. Parents on the whole are very happy with the provision which is reflected within their questionnaire responses and through discussions with them.

What needs to be improved?

- staff training to ensure that half the staff team have appropriate qualifications. Ensure the special educational needs co-ordinator, (SENCO) completes all relevant training modules. Training within child protection, particularly for a named member of staff, who is to be responsible for all child protection issues
- documentation, to ensure procedures are in place in the event that a child is lost or uncollected from the nursery. Ensure records of significant incidents are recorded separately to accident records; these should be confidential. Ensure the parents complaints procedure is updated to include the role of Ofsted. The address and telephone number should also be available. Ensure there are procedures in place in the event of an allegation being made against a member of staff or volunteer.
- safety procedures, by ensuring prior written permission from parents is in place to administer medication and by ensuring that all emergency medication is available at all times
- opportunities to develop children's independence, by participating in the preparation of snacks.

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 must take the following actions by the date shown**

Std	Action	Date
2	Develop an action plan that sets out how staff training and qualification requirements will be met.	30/04/2004
2	Ensure procedures are in place in the event that a child is lost or uncollected from the nursery.	30/04/2004
7	Ensure prior written permission from parents is in place to administer medication. Ensure all emergency medication is available at all times.	30/04/2004
13	Provide an action plan detailing how staff's knowledge and understanding of child protection issues can be developed. Ensure a named member of staff is responsible for all child protection concerns. Ensure there are procedures in place in the event of an allegation being made against a member of staff or volunteer.	30/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Extend children's independence skills through their participation in the preparation of snacks.
10	Ensure the special educational needs co-ordinator, (SENCO) completes all relevant training modules.
11	Ensure records of significant incidents are recorded separately to accident records; these should be confidential.
12	Ensure the parent's complaints procedure is updated to include the role of Ofsted. The address and telephone number should also be available.

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 Theydon Bois Pre-School is of good quality overall. Children are making very good progress towards the early learning goals within their personal, social and emotional development, knowledge and understanding of the world and within creative development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have an appropriate understanding of the early learning goals. They plan weekly topics which encompass aspects of the early learning goals, although some areas require more focus. Learning intensions are highlighted for the older or more able children, to ensure they are being challenged. Activities are evaluated, although not utilised to inform future planning. Staff support children fully within their self-chosen activities, however insufficient grouping of children and large story sessions, hinders some children's progression. Staff are well-deployed, they organise resources effectively and create positive role-models for children. Staff are maintaining positive assessments on each child's progress, however these are not currently being used to inform planning and ensure children are being moved on.

The leadership and management of the pre-school is generally good. A new team of managers have recently taken over the responsibility of this provision, thus many new systems are being established. They organise regular team meetings to discuss planning and children's progress. The managers have acknowledged that staff training is a priority and all staff are being encouraged to attend courses to extend their skills and update their knowledge.

The partnership with parents and carers is generally good. Parents are provided with information about the setting and its provision. They feel well informed about their children's progress, however they do not contribute towards their children's written assessments.

What is being done well?

- Children are developing positive personal and social skills; they can work co-operatively and help each other to achieve tasks. They keenly participate within all activities available to them. Children are very helpful at tidy up time and show care for their environment.
- Children's knowledge and understanding of the world is effectively encompassed within curriculum plans. Children are learning about the many different cultures and beliefs within their community, as well as the wider world. They explore why animals hibernate and look at the seasons and what changes they bring.
- Children's creative development is fully supported through a wide range of

stimulating activities and resources. Children are very confident to explore creative materials and use these imaginatively.

- The new management team have expressed their commitment to the improvement of this provision. They have already developed planning and assessment systems and are receptive to developing these further. They have acknowledged that further training would be beneficial and they are keen to extend their partnership with parents.

What needs to be improved?

- opportunities for older or more able children to observe the alphabet and to be encouraged to write their names on their own work. Increase opportunities for children to explore linking sounds and letters
- opportunities for children to explore mathematical concepts such as calculation, and simple problem solving, through practical experiences. Increase their visual experiences of numbers through displays or number lines
- opportunities for children to recognise the changes that happen to their bodies when they are active
- the grouping of children, to ensure they are working at the right level and being challenged sufficiently. Ensure that curriculum plans and children's assessment records are used to inform future planning for individual needs. Ensure parents are encouraged to be a part of the assessment process, and to contribute towards their children's future learning opportunities.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing the three actions raised at the previous inspection.

They were asked to provide more opportunities for children to consider patterns and change; to encourage children to question why things happen and how they work during investigative type activities.

Staff have implemented topics to encompass children's experiences of patterns and change. They now have practical hands on experiences to explore how they can make patterns with paint and materials, as well as through a range of construction resources. Staff are questioning children effectively; they encourage them to explore the textures of leaves and the patterns that they make when they are painted. Children are confident to ask questions and respond competently to staff's questioning.

The provision were asked to ensure that physical activities are used to increase children's skills in climbing and balancing. Children now have regular opportunities to utilise the large climbing apparatus and balancing beams. The Children access this equipment with good skill and co-ordination, and many try new ways of using their

bodies such as to slide along beams and to jump from a height.

Lastly they were asked to liaise with parents on their children's achievements, both within the group and at home, and record these jointly on the assessment records. These were to be used to help plan future activities. The staff liaise with parents daily through verbal communication. Parents now complete a child profile informing staff of what their children like, can do, etc. Newly introduced coffee mornings promote further contact and discussion with parents. Parents know that their children have assessments for their progress. However they do not view these or contribute towards them. Staff need to make assessments more available to parents and to encourage and support their involvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are focussed within their activities; they show good concentration when building models with recyclable materials. They settle quickly within their environment and access resources and activities confidently. Children have developed close relationships with staff and their peers. They can share resources and show kindness towards each other. Children show a real sense of achievement when they paint self-portraits. Their sense of community is fostered effectively through topic work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to speak out within a group; they enjoy recalling all the food the "Hungary Caterpillar" has eaten. They can express their needs effectively to staff and their peers. Children listen attentively within small story session, however larger group stories are not as appropriate. They find their names when they self-register in the morning, and thoroughly enjoy books. There are limited opportunities for children to link sounds and letters and to write their names independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children effectively count all the pieces of food eaten by the "Hungary Caterpillar". They know how old they are, and how old they will be next birthday. They can observe the clock and know that this measures time; they can judge how long it may take to tidy up. Children competently match shapes to complete number puzzles, and describe their sand towers as being big or small. There are limited opportunities for children to explore addition and subtraction within their practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can observe the weather and discuss the need to use an umbrella when it is raining. They enjoy investigating what happens to chocolate when it melts and how it goes hard again once it has been put in the fridge. Children build competently with a wide range of resources, and use ICT equipment with growing skill. Children learn about their natural world; they can discuss that caterpillars live in a cocoon. Topics encompass a sense of time and the importance of valuing all cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move around their environment confidently. They ride wheeled toys and climb wooden apparatus with good control and co-ordination. Children use their arms effectively to balance along beams. They can throw, kick and roll balls, and use bean bags and hoops. Children are aware of their own personal needs, however there is limited focus on bodily awareness. They effectively use a range of tools and materials to create models with construction, and pretend food with play dough.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children can explore colour, texture, shape and form through the extensive provision of sand, water, play dough, recycling materials and paint. Children create rain drops using their fingers to paint, and make authentic pancakes with the play dough. They sing enthusiastically during music sessions, and enjoy creating raindrops and thunder noises with the musical instruments. Children play purposefully within their role-play; they are sensitive with the dolls and take care of their needs.	

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 opportunities for older and more able children to observe the alphabet and to be encouraged to write their names on their own work. Increase opportunities for children to explore linking sounds and letters
- provide opportunities for children to explore mathematical concepts such as calculation, and simple problem solving through practical experiences. Increase their visual experiences of numbers through displays or number lines
- develop opportunities for children to recognise the changes that happen to their bodies when they are active
- improve the grouping of children, to ensure they are working at the right level and being challenged sufficiently. Ensure that curriculum plans and children's assessment records are used to inform future planning for individual needs. Ensure parents are encouraged to be a part of the assessment process, and to contribute towards their children's future learning opportunities.

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.