



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253208

DfES Number: 596557

INSPECTION DETAILS

Inspection Date	22/01/2004
Inspector Name	Beverly Kemp-Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Papplewick PreSchool
Setting Address	Village Hall Linby Lane Papplewick Nottinghamshire NG15 8HB

REGISTERED PROVIDER DETAILS

Name	The Committee of Papplewick Pre-School
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ORGANISATION DETAILS

Name	Papplewick Pre-School
Address	The Village Hall Linby Lane Papplewick Nottinghamshire NG15 8FB

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

Papplewick Pre-school has been open for thirty years. It operates from the main room of the village hall with access to toilets and an outdoor area. This is situated within the rural village of Papplewick. It serves the local community.

There are currently thirty children from 2 to 5 years on roll. This includes funded 3 year olds and funded 4 year olds. Children attend for a variety of sessions. The setting can support children with special needs.

The pre-school opens 4 days a week during school term time. Sessions are from 09:30 to 12:00 hours. There is also a lunch club which runs from 12:00 until 13.29 hours.

There are 3 staff who work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from Nottinghamshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Papplewick Pre-School provides good quality care for children. The areas used by children are well maintained, effective use is made of space by strategically positioned items of furniture and equipment. Display boards are used to display children's work and a range of information is displayed for parents. The operational plan is effective and is put into practice. Management is strong and staff are well supported.

Staff are competent and confident and there are clear Health and Safety procedures in place to ensure that children are cared for in a safe and secure environment, staff are vigilant in their supervision of the children. Effective cleaning routines, and health and hygiene practises help to prevent the spread of infection and ensure appropriate care of children who are ill or injured. However, the medication consent book lacks sufficient information.

The range of toys and activities provide children with play experiences to develop in all areas, and staff provide an appropriate level of support to extend learning. They have good relationships with the children and evidence good knowledge of children's individual needs. Children approach them with confidence and are friendly, happy, very confident and independent. Staff are good role models and gently guide the children and offer praise and encouragement, children's behaviour is good. Children with special educational needs can be supported.

Records required for registration are in place and children's records provide a good level of detail. There are effective systems in place for exchanging information between staff and parents both verbally and in writing. Staff build very good relationships with parents and carers.

What has improved since the last inspection?

At the last inspection staff agreed to review and implement an operational plan, update policies and procedures, attend basic food hygiene training and check local planning and building control regulations. The operational plan is complete, very informative and detailed. The complaints procedure includes all contacts and there are safe procedures for outings. Planning and building control requirements have been checked with village hall chairperson to ensure they are operating within requirements. Staff have attended food hygiene training to ensure good hygiene practices are in place and two low level sinks for hand washing have been installed.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session.
- Staff have good relationships with the children. Staff offer appropriate support and guidance to encourage the children's independence skills and extend learning.
- A very good partnership with parents and carers is fostered through effective verbal and written communication.
- Staff are consistent in their approach to reinforcing positive behaviour and children respond well.

What needs to be improved?

- detail recorded in medication consent book.

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
7	Record further detail in medication consent book

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

How effective is the nursery education?

Papplewick Pre-School provides generally good quality nursery education. Effective teaching helps children make very good progress in the areas of personal, social and emotional development, communication, language and literacy and physical development.

The quality of teaching is very good. Planning provides a suitable framework to help children make progress. However, further challenge for more able children in some areas to be included in planning. The key strengths in personal, social and emotional development are due to the staff skilfully fostering children's independence skills. Children's behaviour is very good, staff are good role models and consistent in their approach. Physical development activities are planned and staff use space effectively. Children with special needs can be included and supported.

Children's mathematical development is generally good. However, opportunities for children to develop mathematical skills in the areas of problem solving are limited. Children have access to a good range of toys and equipment. The staff provide opportunities for children to use their imaginations and there are a good variety of activities available on a day to day basis. Planning reflects knowledge and understanding of the world but opportunities for children to access information and communication technology are limited.

Leadership and management is very good. Staff work well as a team and effective systems are in place to ensure that good early years practice is shared. Systems for monitoring and evaluating the effectiveness of nursery education are in place and inform future planning in all areas.

The partnership with parents is very good. Staff regularly share information with parents about their child's progress and a key worker system supports this. Parents receive good information about the group and are encouraged to be involved in the children's learning.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session.
- Staff's knowledge of the Early Learning Goals is very good. They offer appropriate support and guidance and children are making very good progress in the areas of personal, social and emotional, physical development and communication, language and literacy.
- A very good partnership with parents and carers is fostered through effective verbal and written communication.

- Staff are good role models and are consistent in their approach to reinforcing positive behaviour. In response, children's behaviour is very good.

What needs to be improved?

- opportunities for children to develop mathematical ideas and methods to solve problems
- opportunities for children access information and communication technology
- challenge for more able children in some areas of learning.

What has improved since the last inspection?

The key issues from the last inspection have been addressed. The planning has been reviewed and a more consistent approach developed. Children's assessment records are consistent and informative.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good and they learn to take responsibility for their own actions. They relate well to each other and have formed effective relationships with staff. Children are confident and motivated to learn, they select resources and activities independently. Children show care and concern for others and are developing their understanding of diverse cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Interaction between staff and children encourages the development of communication skills which are very good. Children are developing confidence in their ability to use words to communicate. They are linking sounds and letters when talking with staff during activities such as story and discussion time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical development is generally good. Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, recognising and counting reliably, numbers 1 to 10. There are limited opportunities for children to develop mathematical ideas and methods in the areas of problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Activities are effective in teaching children to look closely at differences and the way things change. These include growing things and seed planting as reflected in the planning. Children are making independent choices in their exploration, experimentation and investigation of the world around them. However, there are limited opportunities to access information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus. Children move confidently and in safety. Children access and use a good range of equipment in both outdoor play areas providing purposeful opportunities. Children's physical development is very good.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in creative development is generally good. Opportunities are provided for children to play a range of musical instruments and to explore different sounds. They draw on first hand experiences when engaging in role-play activities. Children use a range of media to explore colour, shape and texture, however, there are missed opportunities to extend children's development in some activities.	
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

- Key issues;
- provide further challenge for more able children in some areas of learning
- improve the opportunities for children to access information and communication technology.

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.