



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 145817

INSPECTION DETAILS

Inspection Date 21/10/2003
Inspector Name Beryl Baggs

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Nestlings Pre School
Setting Address Nestlings Pre School, Pratten Hut
School Lane, Staverton
Trowbridge
Wiltshire
BA14 6NZ

REGISTERED PROVIDER DETAILS

Name Mrs Helen Cass

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Nestlings Pre-school runs in a Pratten Hut near Staverton School on the edge of Trowbridge. There is a close link with the school, and the pre-school uses the school hall for some activities. The pre-school also uses the school car park.

The pre-school serves the Staverton and Hilperton areas of Trowbridge.

Outside play is provided in the playground shared with a private school also adjacent to the playground. There is also access to a public play area with adventure equipment which is used under close supervision.

The pre-school is registered for twenty children aged two to five years and opens in term time only. Children are admitted from the beginning of the half term of their third birthday. Sessions are 09:00 to 11.30 each weekday, with afternoon sessions 12.30 to 15:00 on Monday and Tuesday. Further afternoon sessions will be added when required.

The pre-school is owned and managed by a parent committee.

There are four staff, of whom three hold, or are working towards, a qualification in childcare. There are 19 children on the register, none of whom have special needs or use English as a second language.

The pre-school is supported by the Wiltshire Early Years Development and Childcare Partnership and attends training events offered by the Early Years team. The pre-school is in receipt of nursery education grant.

How good is the Day Care?

Nestlings Pre-School provides good quality care for children. Effective planning for space, staff and resources ensures that activities run smoothly, with good adult involvement and support for the children. The mobile classroom is bright, light and welcoming with displays of children's work around the walls. Children have access to a playground, adventure play area and school hall for physical play. A good range of activities and play materials for children promotes learning for all children in language, counting, imagination and physical play. Appropriate records are stored safely and accessibly. Staff, rather than the children, hand round plates/cups and food at snack time.

The staff are aware of hazards for children, and procedures are in place to make children safe. They are aware of the infections in children and inform parents so that children can be protected. Children have access to water at all times and nutritious and healthy snacks are provided at each session. Children benefit from their play whatever their age or stage of development. They are encouraged to share and take turns. Staff share concerns about children's development with parents. They recognise the signs and symptoms of child abuse and know how to protect children.

The pre-school provides a good range of stimulating and challenging activities for the children to develop creativity, language, physical skills, understanding of number and independence. Children behave well. They are involved in the routines of the pre-school and know what is expected of them. The images of disability, gender roles and family situations can be improved. Staff were not seen on day of inspection to encourage children to write own name on their work.

Parents and staff share information about children on a daily basis. Parents give written consent to key workers keeping children's progress records and passing a summary to school when the child leaves.

What has improved since the last inspection?

Not applicable as no actions were set at the last inspection.

What is being done well?

- The mobile classroom is bright, light and welcoming with displays of children's work around the walls. Children have access to a playground, adventure play area and school hall for physical play.
- Parents and staff share information about children on a daily basis. Parents give written consent to key workers keeping children's progress records, and passing a summary to school when the child leaves.
- Effective planning for space, staff and resources ensures that activities run smoothly, with good adult involvement and support for the children.
- Training and qualifications for staff is a high priority; the deputy is seeking a level three qualification and the play assistant has achieved level two.

An aspect of outstanding practice:

A sheet for children to colour in, join dots or identify shapes is included with each newsletter to parents, so that parents can be involved in their children's learning.

What needs to be improved?

- staff encouragement of children to write their own name on their work;
- independence of children at snack time to hand round plates/cups and food;
- the positive images of disability, gender roles and family situations in the play materials and posters displays for the children.

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
2	extend opportunities for children to be independent at snack time
3	encourage children to routinely write their own name on their work
9	extend the positive images of disability, gender roles and family situations in the play materials for the children

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.