



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106301

DfES Number: 516624

INSPECTION DETAILS

Inspection Date	15/06/2004
Inspector Name	Michael Collins

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bradford Pre-School Nursery
Setting Address	Bradford & Cookbury Village Hall Bradford Nr Holsworthy Devon EX22 7AB

REGISTERED PROVIDER DETAILS

Name	Bradford Pre-School Nursery 1027477
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ORGANISATION DETAILS

Name	Bradford Pre-School Nursery
Address	Bradford & Cookbury Village Hall Bradford Nr Holsworthy Devon EX22 7AB

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

Bradford Pre-school Nursery is managed by a voluntary committee of parents and interested others. It meets in the new village hall, in Bradford, near Holsworthy. The setting is registered to provide full day care for a maximum of thirteen children aged two to five years, only four of whom may be under three years at any one time.

The pre-school currently opens from 09:15 to 12:45 on Monday and Thursday, and from 09:15 to 11:45 on Tuesday, Wednesday, and Friday, during the term time only. The scheme is currently consulting with parents and will offer full day on certain days from September 2004. The setting employs five child care staff and a part time administrative assistant. The person in charge holds a Diploma in Pre-school Practice and a first aid qualification. She is currently studying for a degree in Early Childhood Studies. The relief person in charge is a qualified teacher and holds a certificate of nursery education. Both the named deputy and one of the assistants are currently studying for an NVQ 3 qualification. The deputy also holds a first aid qualification. At least two members of staff are present at each session and parents help out on a rota basis.

The pre-school has its own designated room within the new village hall. It is self-contained, having its own toilets facilities. At present the outside area is not completed but an enclosed outside play area, directly accessible from the play room, is planned. In the meantime, the setting has agreed use of the village school playground. The scheme is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Bradford Pre-school Nursery provides good quality care for children. Good use of space is made and children have access to the neighbouring school's playground. There is a good selection of resources easily available to the children, these are used with purpose by staff to productively support children's learning and play. Documentation is mainly very good and well maintained.

Children are well cared for in a safe and secure environment. Very good and

effective procedures for risk assessment, action planning, and fire safety are in place. With staff being very clear about their roles. Staff promote personal hygiene practices very well and children's dietary requirements are well met. However, storage of some equipment and the area currently used for the preparation of food is inadequate. The staff actively promote equality of opportunity and inclusion. They are also able to meet the needs of children with special needs and those with English as an additional language well. Staff have a good understanding of child protection issues and procedures. However, written procedures are lacking.

Staff plan a very good range of positive activities which are clearly linked to the Foundation Stage Curriculum and the Early Learning Goals. Children are encouraged to use their imaginations and make their own choices. Staff manage behaviour consistently and actively promote good behaviour very well. As a result, children's behaviour is good and children are confident, happy and actively engaged. However, written procedures for behaviour management are lacking and the recording of incidents of physical restraint is inadequate.

The scheme works in partnership with parents very well. Parents are kept informed about the setting's plans, and very good information is provided to them, volunteers and committee members about the setting. Staff are aware of their duty of confidentiality and endeavour to maintain this.

What has improved since the last inspection?

The setting has made good progress since their last inspection by completing the five actions they were given. They were asked to: write an operational plan; develop procedures for lost or uncollected children; develop policies and procedures for the administration of medicines; develop a policy for sick children and emergency contacts; and, to obtain written permission from parents to seek emergency medical advice and/or treatment. They have met these actions by developing an operational plan which is available to parents and includes policies and procedures for: lost or uncollected children; administration of medicines; and, sick children. They have also developed a system for obtaining written permission from parents to seek emergency medical advice and/or treatment.

What is being done well?

- Staff plan a very good range of appropriate activities to promote children's learning and development.
- Staff's behaviour management is warm and consistent, they encourage good behaviour, and as a result children are actively engaged and their behaviour is good.
- Very good risk assessment and action plans are developed by staff and management committee which show a strong commitment to the safety of the children.
- Working in partnership with parents is supported very well by staff and management committee.

What needs to be improved?

- documentation, in particular, policies and procedures for behaviour management and child protection
- storage of equipment
- food preparation
- observation, assessment and planning

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	Ensure all food is prepared in an appropriate space and in compliance with, Environmental Health requirements.
7	Ensure that toilets are not used to store any equipment that will be used by, or come into contact with, children.
11	Devise and implement a system to record any incident of physical restraint and ensure that staff are aware of all behaviour management policies and procedures.
13	Develop existing child protection policy to include written procedures to be followed in the event of an allegation of abuse being made against a member of staff or volunteer.

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

How effective is the nursery education?

Bradford Pre-School Nursery provides a generally good standard of nursery education. Children are making generally good progress in communication, language and literacy and in mathematical development. They are making very good progress in the other four areas of learning.

Teaching is generally good. Staff have a very good knowledge of the Foundation Stage. They plan a varied and purposeful range of activities, clearly linked to the stepping stones and the early learning goals. Staff plan a good balance of adult led activities, allowing for, and supporting child initiated play. However, observation and assessment of the children's achievements is inconsistent, the plans do not clearly show how activities will be extended for the more or less able child, and opportunities to extend learning into everyday and freeplay activities are not taken, particularly in communication, language and literacy and mathematical development. Resources are used appropriately and constructively by staff. They use a range of positive strategies consistently and promote good behaviour actively, as a result, the children behave very well. Staff knowledge of, and the settings commitment to, supporting children with special needs is very good. The setting would be able to support children where English is an additional language.

The leadership and management are very good. The committee and staff have a very strong commitment to maintain, develop and improve the setting and its practice. Staff work well together and are determined to develop and improve the setting and their own practice.

The partnership with parents and carers is very good. Parents are informed about the pre-school and its policies and procedures. They are given information about the curriculum and planned activities. Information about the children's achievements are recorded and shared with parents. They are actively engaged in the setting and are offered support to participate in their children's learning.

What is being done well?

- Children are interested, excited and motivated to learn. They work well independently and with support. They are self-confident, and form good relationships with the children and adults around them.
- Staff plan and execute a good variety of stimulating and interesting activities which are helping children to make very good progress in four of the six areas of learning and generally good progress in the remaining two areas.
- Staff have a good understanding of the early learning goals and make good use of resources to support the children's learning.
- Children's behaviour is very good as a result of staff's clear expectations.

- Staff and committee are committed to maintaining and improving the care and education provided.

What needs to be improved?

- observation, assessment and planning
- one to one reading with an adult
- extension of learning into everyday activities and child initiated activities, particularly communication language and literacy and mathematical development

What has improved since the last inspection?

The setting have made very good progress since their last inspection. They were asked to address the following three key issues: minimise children's distractions from surrounding resources during story sessions; increase children's access to a good variety of creative materials, including paint, water and dough; and encourage children to take more responsibility for tidying materials.

They have achieved this by planning, preparation and use of materials. Story sessions and the space are now organised so that children sit with adults, facing the storyteller, in the book corner, on 'comfy' cushions. As a result, children sit patiently, listen, and are actively engaged in storytime, contributing appropriately. Access to creative materials has been increased by supplying a good range of resources for children to choose during freeplay. As a result, children freely choose creative activities and use these materials in their play. A planned 'tidy up time' has been incorporated into the routine. As a result, children happily put resources away, taking their responsibilities seriously, and gaining a sense of achievement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and show a keen interest in the activities provided. They show good levels of independence, washing hands without prompting and independent use of the toilet. Children's self esteem is very good and well promoted by staff. They help themselves to drinks and proudly help to put things away at 'tidy up time'. Children are developing very good relationships with each other and staff. As a result of clear instructions and guidance, behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently about their experiences. Plans identify key language through themes and children are extending their vocabulary. Children link sounds and letters very well. Children clearly enjoy books, story time and reading. However, reading and writing is not clearly extended into everyday and child-led activities. Planning does not show how activities may be extended for the more/less able child, and opportunities to read with an adult are lacking.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a good understanding of numbers as labels and for counting, and they can count accurately. Children use comparative and positional language, like: big; small; under; over, very well. Children are beginning to grasp the concepts of addition and subtraction. However, planning does not demonstrate how activities may be extended for less/more able children and opportunities to extend learning into everyday and child-led activities are not taken.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Excellent opportunities are provided to design and construct a variety of objects, using a very good selection of materials, and children were seen to do this with relish and concentration. Good use is made of technology and children use a variety of equipment. Children show a keen sense of interest in exploring and investigating the world around them. Good opportunities to explore natural and man made materials are provided.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with self-control and developing co-ordination. They show a good awareness of space, themselves and others, particularly when playing in the large hall. Children use a wide range of both large and small equipment competently. Good use is made of a variety of space and equipment. Children are aware of their own needs and are confident to express them, or meet them independently.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Excellent opportunities for children to explore and use a variety of materials. Children self-select creative activities and express their own ideas, feelings and experiences very well. They have a good repertoire of songs and rhymes, which they clearly enjoy and respond well to. Children's self-directed and imaginative play is very well supported by staff and can be very sophisticated.	
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

- Record observation and assessment consistently, clearly linking this to planning, and showing how the more or less able children will be extended, particularly with reference to mathematical development and communication language and literacy.
- Extend and support opportunities for reading, writing and math in both staff-led and child-initiated activities, in particular extend opportunities to read one to one with an adult.

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.