



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133493

DfES Number: 510693

INSPECTION DETAILS

Inspection Date 16/06/2003

Inspector Name Jan Leo

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Tackley Pre-School

Setting Address Tackley Primary School
St. Johns Road, Tackley
Kidlington
Oxfordshire
OX5 3AP

REGISTERED PROVIDER DETAILS

Name The Committee of Tackley Pre-School

ORGANISATION DETAILS

Name Tackley Pre-School

Address 42 St. Johns Road
Tackley
Kidlington
Oxfordshire
OX5 3AP

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

Tackley Pre-School first opened in 1972 as a playgroup to cater for children from the surrounding rural areas. It moved to its present site in 1993 and occupies a portacabin in the grounds of Tackley C of E Primary School near Oxford. It is open for 39 weeks each year on Monday to Friday mornings from 8.45 to 11.45 and on Monday and Wednesday afternoons from 12.30 to 14.45 pm. The pre-school is a non profit making organisation run by parents through a committee.

The Group is registered to provide full day care for 12 children aged from 2 to 5 years. Funded three and four year olds attend each session. Children with special needs are accepted and additional adult support is available, for these children, through the Early Years Day Care Partnership. None of the children on the role have English as a second language. There are currently two qualified members of staff who are supported by an additional part-time play assistant.

How good is the Day Care?

Tackley Pre-school provides satisfactory care for children. The staff are well qualified and committed to ongoing personal development which is supported by the committee. Staff make good use of the limited space available by organising a range of activities, both inside and out doors, which are changed throughout the day. They have a good relationship with children and help them become confident by treating them with respect and valuing their opinions. The children are sociable, very well behaved and secure. Children need to attempt some activities for themselves, before staff step in, in order to become more independent.

The staff help children to understand about safety and generally have a good standard of hygiene but the storage and serving of food needs improving. A variety of interesting foods are supplied by parents for snack time and children generally enjoy what is provided.

Children learn about the wider world through topic work and everyday experiences, and peoples' differences are valued highly. Staff work closely with parents to offer

additional support for children with special needs to ensure that they can participate fully in the activities.

The staff are very approachable and build good relationships with parents to help them feel welcome. They send out regular newsletters and are always available to discuss the children's progress. The policies are available for parents to see but some are not practiced and may be misleading. Some paperwork has yet to be introduced and some lacks the required detail. Staff do not yet fully understand the requirements of their registration.

What has improved since the last inspection?

The staff and committee have addressed some of the issues that were raised with them at the transitional inspection.

What is being done well?

- The committee members have clearly defined roles to provide support for the staff and oversee the running of the group. They fully understand their responsibilities. (Standard 1)
- The committee makes sure staff are given opportunities to attend courses to improve practice and for personal development. (Standard 2)
- Staff are very interested in everything children do and build children's confidence by letting them know when they achieve better results than the staff. Staff treat children as equals and are happy to tell them if they make mistakes. (Standard 3)
- Children are offered a wide variety of foods to provide nutritious and interesting snacks. (Standard 8)
- Staff value people's differences and use them to expand learning. (Standard 9)
- Staff work well with parents to develop consistent methods of communication to help children with special needs participate fully in the activities. Children with special needs are accepted by the other children and are making good progress. (Standard 10)
- Staff manage behaviour appropriately and help children understand what is expected of them. The children behave very sociably towards one another. (Standard 11)
- The staff are very approachable and work well as a team to support parents and help them feel welcome. Parents feel well informed. (Standard 12)

What needs to be improved?

- organisation, to ensure that registered numbers are not exceeded, and staff are deployed effectively to fully utilise those who have been satisfactorily cleared. (Standard 2)

- children's independence, by giving them more opportunities to do things for themselves and develop skills. (Standard 3)
- food hygiene, to ensure that lunches are stored appropriately, and a more hygienic method of serving snacks is adopted. (Standard 7)
- information to parents, to ensure it is complete and accurate and matches what is done in practice. (Standard 12)
- documentation, to ensure that the daily record shows children's time of arrival and departure, Ofsted's contact details are included in the complaints procedure, contact details are included in the child protection statement, and a policy is prepared detailing the procedure to follow if a child is not collected or is lost. (Standard 14)

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 and implement an action plan that sets out how the group will operate within registered numbers at all times.	16/07/2003
14	ensure that the record of attendance shows the children's arrival and departure times.	16/07/2003
14	prepare a statement of the procedure to be followed in the event of a parent failing to collect a child or a child being lost.	16/07/2003
14	include contact details for Ofsted in the complaints procedure and share it with parents.	16/07/2003
14	ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee (ACPC) procedures and includes contact details. Make sure it is available to parents before their children are admitted to the group.	16/07/2003

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

Std	Recommendation
1	the registered provider clarifies the clearance status of all staff.
7	ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements and adopts good practice to promote good health.
3	ensure children are given every opportunity to develop their independence, skills and learning.
12	define your criteria for accepting drivers with points on their licence to transport children, and ensure parents are made aware of it.

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

How effective is the nursery education?

The nursery education at Tackley Pre school is generally good with some very good aspects. Children are making very good progress in mathematics and creative development and generally good progress towards the rest of the early learning goals.

The quality of the teaching is generally good. Staff make very good use of the space available and provide children with a stimulating environment both indoors and outdoors, which is well resourced and organised to encourage children's independence. Staff spend most of their time working with the children. They encourage positive behaviour and respect for others. Staff undertake detailed planning which describes what children will learn from each activity. However these should be extended to detail how more able children will be challenged which will aid as a prompt for staff, who miss opportunities to extend the more able children's learning in some areas. Staff provide care for children with special educational needs. They are skilled in supporting children to help them make progress towards their individual learning targets and work effectively with other agencies.

Leadership and management of the setting is very good. The management committee and staff are clear about their roles. The committee provide staff with support and opportunities to pursue their professional development. Effective systems are in place to monitor and assess the settings effectiveness. The team are committed to ongoing improvement of the care and education for all the children and work effectively together.

Partnership with parents is generally good. Parents are provided with good quality information about the setting and information about daily activities within the group. Parents are encouraged to be involved with their children's learning. They are encouraged to share what they know about their children with the key worker during settling in visits and when discussing their children's progress informally on a daily basis.

What is being done well?

- Children are confident communicators and are interested and excited to learn.
- Children are forming good relationships. They behave well and show respect for others.
- Children's mathematical development is very good. Children are using numbers, are developing knowledge of calculating and are able to use mathematical ideas to solve practical problems.
- Staff make good use of the limited space. They organise the varied range of resources to encourage children's independence.

- Staff provide children with regular opportunities to explore their creativity. Children use their imagination in art and design and enjoy a variety of role play opportunities.
- Staff work well as a team to provide support for children with special educational needs.
- Strong leadership and management ensures that the effectiveness of the staff and setting is monitored and staff's professional development supported.

What needs to be improved?

- Planning, to show how activities will cater for children who are more able.
- Opportunities for children to develop a sense of time.
- Displaying of children 's individual work to enhance their self esteem.

What has improved since the last inspection?

Progress in addressing the issue raised at the last inspection has been generally good. Plans now detail what will take place during activities under each of the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. Children are confident, interested and excited to learn. They are well behaved and have formed good relationships with their peers and carers. Staff listen to what children say and children are learning to treat each other with respect. Children are developing self esteem which should be encouraged by the displaying of their individual work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. Staff encourage children's participation and extend their vocabulary. Children are confident communicators. They are able to negotiate and use language to explore imaginary experiences. Children enjoy books. Children attempt to write, however staff miss opportunities to encourage children to practice writing on a regular basis.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Children can count up to ten and beyond and can recognise numerals. Children are developing an understanding of calculation and are able to use mathematical ideas to solve problems. Staff are skilled in using opportunities to extend children's learning in mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. Children have regular opp's to explore and investigate and are developing their skills in design. Children are confident in the use of everyday technology and are learning about their environment and that of others. Although children are developing a sense of time, they are not learning about past events in the lives of other's.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in physical development. Staff make good use of the outdoor play area. Children move with confidence and are learning about health and bodily awareness. Children have access to a varied range of equipment and materials, however staff occasionally fail to encourage more able children to use some tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. Staff provide children with a varied range of opportunities to use and explore their imagination. Children use their imagination and are able to express their feelings and communicate their ideas with confidence. They are developing an awareness of sound patterns and are confident in the use of musical instruments.

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

- extend the learning opportunities of the more able children in all areas of development and extend planning to reflect this.

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.