



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 312322

DfES Number: 581327

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Lesley, Lynn MacNay

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broadbottom Pre-School
Setting Address Community Centre, Market Street
Broadbottom
Hyde
Tameside

REGISTERED PROVIDER DETAILS

Name The Committee of Broadbottom Pre-School Committee

ORGANISATION DETAILS

Name Boroadbottom Pre-School Committee
Address -
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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

The Committee at Broadbottom pre-school is registered to provide care for 20 children at the Community Centre, Market Street, Broadbottom, Hyde.

The pre-school has been running since 1971 and operates in the main hall of the community centre and a small classroom. The pre-school offers morning sessions to children aged from two years six months, from 09:15 to 11.45 Monday to Thursday, during term time only.

The property is single storey and provides ease of access to people who are less mobile. Toilet facilities and the kitchen are located off the main hall and there is a small, secure outdoor play area.

There is a total of five staff who care for the children. One member of staff has an early years qualification and two others are currently attending training.

The group is a member of the Pre-School Learning Alliance.

There are 19 children on the register, 15 of whom are in receipt of nursery funding. No children who have special needs or speak English as an additional language presently attend the group.

How good is the Day Care?

Broadbottom pre-school provides good quality care.

The group have procedures for the recruitment, vetting and induction of new staff and all the required records and documentation are in place. The manager has an early years qualification and many years teaching experience. Two members of staff are working towards level 3 qualifications. Policies and procedures are displayed on the wall for parents to see. There is a minor weakness in the behaviour policy.

Children are constantly supervised and safety arrangements are regularly reviewed. Staff hold current first aid certificates. Arrangements for the administration of

medication and first aid are thorough. Staff have attended training to respond to children with asthma.

The children are provided with a wide range of play equipment to expand their learning. Children are able to explore creative, mathematical, physical and language opportunities every day. They are confident, well mannered and relate well to their peers and adults.

Children enjoy being one of the helpers for the day. Their self esteem and confidence are fostered well.

Partnership with parents is very good. Parents expressed that they feel welcome at the group and are kept fully informed of the children's care and development.

'This is through parents meetings, reports, notice board, daily communication and access to their children's records.

What has improved since the last inspection?

In response to the actions made at the previous inspection the provision has extended their complaints procedure to include the name, address and contact number for Ofsted.

The Child protection procedure has been extended to include the procedures for allegations made against staff and the contact details of the child protection department.

This enhances the safety for the children.

What is being done well?

- Children are able to explore an exciting range of play materials that are appropriate for their age and level of development. Equipment is organised well, enabling children to gain the maximum benefit from their play.
- Children are valued and have equal access to all play materials to expand their knowledge and experience of ethnicity, gender and ability.
- Safety procedures and practices ensure that daily routines are carried out to reduce hazards and safeguard children's welfare.
- Policies and procedures are in place to ensure the protection of all children attending the group.

What needs to be improved?

- the policy for behaviour management needs to be extended to include a statement on bullying and the methods used when managing children's behaviour.

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
11	extend the written behaviour policy to include bullying and the methods used to manage children's behaviour.

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

How effective is the nursery education?

Broadbottom pre-school offers very good provision. Children are making very good progress towards the early learning goals. They enjoy learning through a wide variety of practical experiences. Children show excitement and interest in all activities. They are able to choose from a wide selection of stimulating and educational resources, free play and structured activities. There are two minor weaknesses; children's learning could be consolidated through access to number and written displays in the environment.

The quality of teaching is very good. Staff have a very good knowledge of the stepping stones to the early learning goals. Planning covers the six areas of learning and is thorough and consistent. Evaluative assessments are completed, on all the children, to assess their progress. This information is used to inform future planning and promote continuity of care and opportunity for children to learn.

The staff team are motivated and caring towards the children and interested in the children's care and development. The children are consistently praised and encouraged. Their contributions within the group are valued. Children's self esteem and confidence are fostered extremely well. Staff manage children's behaviour well. Children are polite, well behaved and caring towards each other and the staff.

The leadership and management of the provision is very good. The manager and her staff are dedicated, conscientious and committed to providing a high quality service to children and parents. There are procedures in place to assess the group's strengths and weaknesses.

The partnership with parents is very good. Parents consider that their children are receiving good education and they feel fully informed of all events. They value the pre-schools approach and feel that the staffs' commitment contributes to their children's learning, confidence and self esteem.

What is being done well?

- Children show curiosity and have a positive approach to learning. Their individuality and self esteem are fostered well through play and discussion.
- Children are eager to participate in a variety of activities to expand their language, reading and writing skills. They are gaining experience in writing their names and recognise simple words. Children recall past and present events and predict stories.
- Children show curiosity and are enthusiastic. They enjoy mathematical language and problem solving activities. They are learning about size, weight and capacity through practical experiences and discussions.
- Teaching enables children to express their feeling in a sensitive and caring

way. Adults respond to the children at their own level. They value and respect the children's thoughts and contributions.

What needs to be improved?

- points for consideration:
- provide children with access to word displays so that they can recognise that words have meaning.
- provide children with access to number displays to consolidate their learning.

What has improved since the last inspection?

The pre-school have successfully developed a programme for directed small group work for older and more able children. Their objective is to enable children to develop a range of skills through mark making, story time, number and letter recognition.

The pre-school have successfully extended their programme for music to enable children to express themselves through music and dance, musical instruments, sticky kids tapes and aerobics.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to express their own needs and are confident, interested and eager to learn. They enthusiastically access the resources and display very good levels of concentration. They have formed very good relationships with their peers and staff, and understand right from wrong. Children carry out tasks within the pre-school and they predict the daily routine. Snack time is used as a social occasion and children can discuss experiences while developing personal skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are fluent communicators and are eager to explore the equipment and extend their vocabulary. They listen to stories with enjoyment, recall events and respond to instruction. Children access a range of books which they are able to handle correctly, recognising that print has meaning. They can link sounds and letters and are attempting to write their own names, trace and pattern make. Learning could be further consolidated by being able to recognise everyday words within the environment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children skilfully explore mathematical language and consolidate their learning through a range of practical activities. They are sufficiently challenged to problem solve and are learning the concepts of size, shape, volume and capacity. Children use positional language with ease. They count up to ten and know the value of five. They are expanding their skills of simple subtraction and addition through singing. Mathematical knowledge could be further consolidated through number displays.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use programmable toys, calculators and telephones skilfully. They learn about the world around them through visits to the local community and show interest in the lives of others. Children enjoy learning about the natural world. They go pond dipping, plant seeds and discuss the life cycle of frogs and insects. They show curiosity and dexterity in linking equipment together and exploring how things work. Children learn about their bodies and paint life size self portraits.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use one handed tools well. They cut, paint and draw with ease and confidence. They are agile and can negotiate pathways, balance on beams, stilts and pedal cars and bicycles. Their fine manipulative and hand-eye co-ordination skills are very good. They construct models using a variety of construction materials of different sizes and shapes and they have an awareness of space.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have regular opportunity for role play and they are confident to act out chosen roles in the home corner. They complete three dimensional models, use malleable materials, stones, pebbles and engage in craft and painting activities. Children explore different textures, sensory materials and show interest in what they see and do. Children use their imagination, body language and expression well. Children show a strong interest in music and use instruments and claves to sound out rhythm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to providing written and number displays within the environment.

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.