



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511329

DfES Number: 585549

INSPECTION DETAILS

Inspection Date 16/03/2004
Inspector Name Caroline Hearn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Charlton and District Pre-School
Setting Address St Thomas's Church Hall
Charlton
Andover
Hampshire
SP10 4AZ

REGISTERED PROVIDER DETAILS

Name The Committee of Charlton & District Pre-School 1029766

ORGANISATION DETAILS

Name Charlton & District Pre-School
Address St Thomas Church Hall
Charlton
Andover
Hampshire
SP10 4AZ

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

Charlton and District Pre-School opened in 1978. The pre-school is run from St Thomas's Church Hall in the village of Charlton on the outskirts of Andover. The group has use of the main hall and the Foxcotte room. The children are split between the two room's. The older children use the main hall and the younger children are in the Foxcotte room. Children attending the pre-school come from the local community and surrounding areas.

There are currently 54 children on roll. This includes 29 funded three year olds and 19 funded four year olds. Children attend for a variety of sessions. The setting currently has no children with special needs or those who speak English as an additional language attending.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 from Mondays to Fridays. With additional afternoon sessions on Tuesdays and Thursdays from 12:30 to 15:00.

Eight part- time/full-time staff work with the children. Three members of staff have recognised early years childcare qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (E.Y.D.C.P).

How good is the Day Care?

The over all quality and standard of day care is satisfactory. Staff are deployed effectively and work well as a team. This ensures the children are offered continuity of care. The group has a large selection of well maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged. The group has a varied selection of resources, which reflect positive images of culture, ethnicity, disability and gender. These are used appropriately during planned activities to ensure the children obtain a good understanding of our diverse society.

The group have good safety arrangements in place and the reasons for these are explained in an age/stage appropriate way to the children. They maintain clear information regarding each child and staff have clearly taken the time to get to know all the children present. This is reflected in the type of individual care offered to the children. At snack time the children do not sit at tables and are not encouraged to pour their own drinks. This reduces their opportunities to be independent and results in drinks being spilt.

Planning and preparation is well thought through and this results in the children being offered appropriate activities and gaining as much as possible from them. The staff are consistent in their method of behaviour management. This ensures that the children have clear boundaries.

Time is made at the end of each session for staff to talk to parents regarding any concerns and to discuss their child's day and achievements. All the relevant policies/procedures and documentation relating to the children is in place. Staff are clearly aware of these and implement them appropriately during direct work with the children, thus ensuring they are able to offer them continuity of care.

What has improved since the last inspection?

Not applicable as transitional inspection.

What is being done well?

- The group has a large selection of well-maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged.
- Children appear to be confident and interacted well with their peers and adults present.
- The equal opportunities policy is understood by all staff and implemented appropriately during direct work with the children.
- The staff are consistent in their management of children, acting as good role models. This ensures children have clear boundaries and are generally well behaved.

What needs to be improved?

- qualifications of staff to ensure standards are met.
- organisation of snack time to ensure the needs of all the children are met.

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 which ensures that training and qualification requirements are met	26/04/2004

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

How effective is the nursery education?

Charlton and District Pre-school offers high quality pre-school education where the children make very good progress towards the stepping stones and early learning goals. They make very good progress in personal social and emotional development, communication language and literacy, maths, knowledge and understanding of the world, physical and creative development. Children are provided with a wide and varied selection of resources to support their learning. Staff use these resources appropriately during well planned sessions to ensure children gain as much as possible from them. Staff appropriately question the children about what they have learned and ensure children have time to consolidate their learning.

Teaching is very good. Staff have very good knowledge of the stepping stones and use this to plan a varied selection of appropriate activities. All activities are comprehensively evaluated and these evaluations are taken in to consideration when undertaking future planning. Staff are aware of the need to act as positive role models and are consistent in their method of behaviour management. This ensures that the children have clear boundaries. Children's independence is not always fully encouraged therefore children have missed opportunities to learn to do some simple tasks for themselves. Staff complete regular observations of the children's achievements and these are clearly documented and used for planning individual development.

Leadership and management is very good. A high importance is place on staff's on going training. The supervisor and staff all have clearly defined roles and work well to support each other. They clearly evaluate their work and use these evaluations to further enhance their practise.

Partnership with parents is very good. Parents are kept well informed regarding the setting and their child's progress and achievements. Both formal and informal time is made for the parents to discuss their child's on going development.

What is being done well?

- Children show good concentration skills and express their ideas confidently to adults.
- Children show confidence when offering solutions to mathematical problems.
- Children are offered planned dance and drama sessions and this encourages them to engage confidently in imaginative role play activities.
- Staff have a good understanding of the foundation stage and this is clearly evident in their planning.
- Parents are kept well informed regarding their children's progress/achievements and are encouraged to be actively involved in their

children's learning.

- Staff work well as a team and have clearly defined roles and responsibilities.

What needs to be improved?

- opportunities for children to increase their independence at snack times.

What has improved since the last inspection?

The group has made very good progress since their last inspection and have clearly implemented their action plan.

Children are provided with a wide range of planned opportunities to use technology to support their learning. They are offered regular dance/drama classes to increase their opportunities to access musical instruments and dressing-up clothes.

The group has consolidated some of the methods of recording assessments for ease of use in the group, and so that appropriate information can be shared with the next provider.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are able to confidently select and appropriately use resources to develop their own ideas. Children are clearly aware of the needs of others and that their actions have consequences. Staff praise children for their efforts. Which helps to build their self confidence, self esteem and good behaviour. There are missed opportunities for children to be independent during snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They are confident and engage easily in conversations with each other, staff and visitors. Children listen well and respond to stories, enjoying visual props to aid their learning. Children are keen to learn new words, sounds and extend their vocabulary. They are able to use a good range of appropriate language when discussing pretend/imaginary situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

They can clearly count up to ten and beyond with understanding. Children are appropriately using mathematical language such as more and less in everyday situations. They are able to use correct terms to describe and compare shape, position, size and quantity. They are also beginning to show confidence when offering solutions to mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the world through planned and appropriate practical experiences. They are offered a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. They have an understanding of their own culture and are learning about others. Children are able to confidently use a varied selection of programmable toys and equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They are offered a varied selection of activities to encourage physical development and an increasing awareness of what happens to their bodies when active and how to stay healthy. They are able to move confidently and freely around the environment, with an awareness of others. Children are developing good small and gross motor skills using a range of resources.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They are offered dance/drama classes which encourages them to engage confidently in imaginative role play using a variety of different props. Children are given plenty of opportunities to explore and experiment using a variety of different textures and media in their art and play activities. There are good opportunities for children to select their own materials, resources and tools when taking part in craft activities.

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 the following:
- consider how children can be offered further opportunities to develop their independence skills during snack times.

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.