



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314733

DfES Number: 516675

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stamford Bridge Pre-School
Setting Address The Village Hall
Low Catton Raod
Stamford Bridge
East Riding of Yorkshire
YO41 1DZ

REGISTERED PROVIDER DETAILS

Name The Committee of Stamford Bridge Pre-School

ORGANISATION DETAILS

Name Stamford Bridge Pre-School
Address The Village Hall
Low Catton Road
Stamford Bridge
East Riding of Yorkshire
YO41 1DZ

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

Stamford Bridge Pre-School is an established setting for young children, and has been operating since 1974 based in the village hall. Two rooms are provided as the main play areas for the children with access to a large enclosed garden used for outdoor play. The group have use also of a kitchen. The village hall is situated on a main road of the village of Stamford Bridge and a large car park is available for staff and parents use. There are two designate children's toilets and wash hand basins and two adult toilets.

The setting is registered for 32 children at each session. Sessions operate throughout the week, mornings 9.00 a.m. until 12.00 and afternoons 1.00 p.m. until 3.00 p.m. during term time, and include a parent and toddler group on a Wednesday afternoon. Currently there are 60 children on roll between the ages of two and a half years and rising five year olds. These numbers include 16 funded three year olds and 30 funded four year olds. There are no children that attend with a special need or with English as an additional language.

There are eight members of staff, the majority of whom hold a recognised child care qualification. The group is a member of the Pre School Learning Alliance.

How good is the Day Care?

Stamford Bridge Pre School provides good quality care for young children. The setting is very well organised with clear routines in place to meet the needs of a broad age range of children. The staff team are committed to training which supports the high standard of child care practice offered. There are very clear policies and procedures in place which aid the smooth operation of the setting, although some lack attention to detail. Staff are fully involved in the planning of interesting and stimulating activities which enable children to learn and develop to their full potential.

There are clear safety measures in place which protect children both inside and out. Staff promote a hygienic environment with procedures appropriate to help keep children healthy. Space is used creatively to meet the needs of the children and the

routines offered fully support positive behaviour.

There is an excellent range of toys provided including a good range for outdoor use. Equipment is of a high standard and a good quality, although resources to promote children's understanding of cultural diversity is limited.

Parents are actively encouraged to attend the setting as volunteer helpers or to share information about their children. There is a clear system in place to provide parents with information but some areas could be further developed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Excellent systems are in place to record children's development and chart progress.
- Good use of policies and procedures which are well maintained.
- Excellent use of space which provides an interesting environment for children.
- Evaluative planning ensures children are actively involved in a range of challenging play opportunities. Observations carried out ensure children's development is fully supported.
- There are positive relationships with parents who are actively encouraged to be involved in the setting.
- Staff act as positive role models and are committed to professional development.
- Staff fully support children's learning and interaction is of a high quality.
- The balanced routine enables positive behaviour to be promoted.

What needs to be improved?

- the documentation to keep parents informed about child protection procedures
- the resources to promote cultural diversity
- the documentation to record authorised collection of children which does not breach any confidentiality
- the registration system to include times of arrival and departure of children
- the social interaction between staff and children at meal times
- the complaints procedure to include Ofsted's contact details
- the behaviour management policy to include liaison between staff and

parents

- the attention to ensure exposed radiators do not pose a hazard to young 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	Adapt current registration system to include times of arrival and departure.
6	Ensure that exposed radiators do not pose a safety hazard for young children.
8	Consider ways to improve social interaction at snack time.
9	Increase resources to promote childrens awareness of culture, disability, religion and ethnicity.
12	Ensure complaints procedure includes Ofsteds contact details
14	Ensure that polices and procedures enable parents to be fully informed about all aspects of the setting.

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

How effective is the nursery education?

Stamford Bridge Pre School provides a stimulating environment where young children are happy, settled and confident and making very good progress towards the early learning goals in all areas.

Teaching is very good and to a high standard. Staff work well as a team and support each other. Regular training ensures that professional development enhances the child care practice. Staff make very good use of their time and the routine of each session is well organised. They are effectively deployed within the setting resulting in them interacting well with the children and becoming directly involved in their activities. They support, encourage and challenge the children's learning and development through a careful and purposeful planning process. Children's progression is observed and recorded and strengths and weaknesses of learning are quickly identified and addressed. A very good range of activities are offered to the children that offer stimulating and interesting learning opportunities. Staff know the children very well and clearly enjoy their company. They have realistic expectations of managing their behaviour, resulting in children behaving extremely well.

Leadership and management is very good. The setting is very committed to offering a service for parents and children to a high standard. Good systems are in place to monitor and evaluate the effectiveness of the nursery education, setting and staff.

Partnership with parents is very good. Parents are regularly encouraged to attend the setting as volunteer helpers and assist on trips and outings and at many fundraising events. Parents are provided with a regular flow of information and are encouraged to contribute their ideas and share information about their child. However, written information could be further developed.

What is being done well?

- Children's personal, social and emotional development is extremely well fostered. This has a positive impact on children's learning in all areas.
- Staff encourage children to become very involved in their play and children can recall past events with fluency and great enjoyment. Children's imagination is particularly well fostered within this setting. Children use their imagination very well, and can clearly express themselves throughout a range of activities. They can communicate with confidence, listen to instruction and show respect for each other. Good role play opportunities enables children to work through their experiences and develop their personal creativity.
- There are very good relationships between the staff and children and staff are able to identify individual children's learning needs promptly. They

provide a positive role model for the children and celebrate their achievements.

- Children's behaviour is effectively managed through careful planning of the routine to meet the needs of all children.
- Children have access to a wide range of activities and equipment which clearly address their learning needs. Clearly defined area of play are created both inside and out to stimulate children and meet all areas of their development well.

What needs to be improved?

- the resources to promote children's awareness of cultural diversity

What has improved since the last inspection?

Since the last inspection good progress has been made particularly in the area of language and literacy development. Additional resources have been purchased and opportunities for structured and spontaneous development within this area has been incorporated into the planning. The environment has been enhanced by the addition of print to increase children's awareness of the written word.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy, confident and settled. They are enthusiastic, highly motivated and eager and excited to learn. They move with confidence around the setting and fully participate in all the learning opportunities provided for them. There is very good interaction between both groups of children and adults. The children are able to negotiate with each other, take turns and share equipment and resources appropriately. Their self esteem is extremely well fostered and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to a high standard when communicating with peer group and adults. They listen well to stories and can concentrate for sustained periods of time. They use books independently and are aware that print carries meaning. Their writing skills are developed by confident use of a variety of materials and older children can write their name accurately.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate an understanding of number and older children can count to ten or more. They use mathematical language with confidence and often include positional language in their play. They respond to adults who include shape and number language in everyday practical activities. Children can recognise shapes and enjoy games that involve matching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in their immediate surroundings and in the wider community. They are developing an understanding of their own culture as well as culture and beliefs of others. They use the computer with confidence and enjoy helping each other as they work through the programmes. Children are able to select resources to enable them to design, build, join and assemble a wide selection of materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a very good awareness of their personal care in terms of using the bathroom independently and dressing and undressing. They move in a variety of ways with skill and confidence, and can use their bodies to make shapes and other representations. They negotiate space well, and use equipment confidently to promote good hand and eye co-ordination and large physical movements.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can express themselves using a variety of different mediums, for example music, art, role play and imagination. They can communicate their ideas and express themselves well. They can recall past events and experiences and discuss these with confidence. They enjoy songs and rhymes and can move appropriately to music.

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:

- The setting is of high quality and there are no significant weakness to report. A point for consideration was raised regarding continuing to develop children's understanding of cultural diversity.

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.