



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133489

DfES Number: 582771

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Ann Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Woodpecker Pre-School
Setting Address FINSTOCK PRIMARY SCHOOL
SCHOOL ROAD,FINSTOCK
CHIPPING NORTON
Oxfordshire
OX7 3BU

REGISTERED PROVIDER DETAILS

Name The Committee of Woodpecker Pre-School 1062424/0

ORGANISATION DETAILS

Name Woodpecker Pre-School
Address Finstock C of E Primary School
7 School Road, Finstock
Chipping Norton
Oxfordshire
OX7 3BN

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

Woodpecker pre-school opened in 1969. It is located in the rural village of Finstock. The pre-school serves the local area and surrounding villages.

From Tuesday-Friday the group is based in the village hall and on Mondays the group is held in the local primary school. The older children are encouraged to attend the session on a Monday. Children attend for a variety of sessions. Funded nursery education takes place at both sessions.

The group runs from 09:15 - 12:00 during term times, except on Mondays when the group ends earlier to fit in with the school timetable.

Three members of staff work with the children. Two have early years qualifications, and one is currently on a training programme. The group runs with two staff members and a parent helper.

Woodpecker pre-school is registered for 24 children aged 2 - 5 years. At present there are ten children in receipt of nursery education funding; four funded three year olds, and six funded four year olds on the register. There are no children with special educational needs, and no children with English as an additional language at present.

The setting receives support from a teacher/mentor at the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Woodpecker pre-school provides good quality care for children. There are effective procedures in place for employing and checking staff. There are sufficient numbers of qualified staff, and they have opportunities for on-going training; however, the group do not meet the qualification requirement for the person in charge. The pre-school offers ample space for a wide variety of activities to run alongside each other, and provides resources to stimulate and challenge children at

all stages of development. All policies are in place, have been recently updated, or are in the process of being updated, and are carried out effectively. The records are well organised, but lack the required detail to include information to enable appropriate care to be given to each child.

The pre-school staff ensure that children are safe at all times, however, risk assessments are not written. Systems are in place to preserve children's health and well being. Staff help children learn about health and hygiene, and take appropriate steps when children are ill. There are effective procedures in place to deal with child protection concerns. Children are provided with healthy snacks during the sessions.

All children are valued and treated with respect, and kindness to others is promoted. Staff know children well and are able to meet their individual needs. Staff spend their time playing with and talking to the children which helps develop good relationships. The staff help children learn about people in the world around them through suitable topics, displays and resources. They have a good understanding of caring for children with special needs, and have suitable training. Staff use appropriate methods to deal with difficult behaviour. They recognise and praise positive behaviour.

The pre-school develops good relationships with parents and carers and makes them feel welcome. Parents are happy with the care provided.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff development includes on-going training, supported by the committee, and annual staff appraisal.
- The early learning goals are used when planning and recording children's work.
- Resources are appropriate for the ages and individual development needs of the children.
- Children and adults are treated with equal concern, and with respect.
- Child protection concerns are recorded and reported according to procedures.

What needs to be improved?

- the children's records to include both parental permission for emergency medical treatment and information concerning religion, main language, nationality, and cultural or religious observances
- the group's paperwork to include written risk assessments for the session, and a statement about bullying to be added to the behaviour policy

- qualifications, how the committee intend to meet the qualification requirement for the Person in Charge.

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
1	Produce an action plan detailing how the committee intend to meet the qualification requirement, and submit to Ofsted.
14	Update children's records to include details of religion, nationality, main language, and religious or cultural observances; also parental permission for emergency medical treatment.
14	Ensure all paperwork is complete and up to date, for example written risk assessments; and the behaviour policy to include a statement on bullying.

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

How effective is the nursery education?

The Woodpecker pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the early learning goals and make good use of assessment to inform their future planning. They are very committed to improvement and are willing to attend training and relevant courses. The staff have close links with the foundation stage teacher in the village school, and fostering those links helps ease the transition into school for the children. Staff use very good questioning skills to encourage children to think.

Leadership and management are very good. The staff work well together as a team, and are deployed effectively throughout each session to maintain a calm and stimulating environment. The management encourage staff to attend training relevant to the provision. Areas for development may be identified from evidence in the appraisal system. Staff are well supported by the management, and are enthusiastic about the continuing improvement of the provision.

Partnership with parents and carers is very good. Parents are welcomed and find both staff and management very approachable. They are invited to contribute to their children's education by helping within the group on a voluntary basis or serving on the management committee. Parents have regular opportunities both formally and informally, to learn about how their children are progressing. They are extremely happy with the level of care their children are being offered, and the standard of nursery education available.

What is being done well?

- The 'Special Child' system works well. Children thank the special helper for bringing their snacks.
- All children are beginning to write for a variety of purposes, and the more able children form recognisable letters.
- Staff provide a wide range of activities to reinforce number; addition, subtraction, shape, size and quantity; allowing children to explore mathematics independently as well as in teacher-led activities.
- Children are developing a good sense of where they live, from local outings, and creating a large annotated map of the village.
- Children are learning about good hygiene practices and healthy eating.
- Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities.

- Staff use very good questioning skills to encourage children to think.
- Staff are well supported by the management, and are enthusiastic about the continuing improvement of the provision.

What needs to be improved?

- the use of the Oxford Reading Tree, by introducing the level of books within the scheme, that have no text; to help the link into the local school, and aid the transition from pre-school to school for the older children
- the labelling on all displays, with the addition of labelling by the children; to further enhance their creative thinking and ownership of the work.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The programme for language and literacy has been enhanced by consultation with the reception teacher in the local school so that methods used are compatible. They have extended the children who associate sounds with letters and words by assessing children termly to determine if children are ready to use the Oxford Reading Tree books (usually in the term before entering school). A report of their progress is passed to the reception teacher and the parent.

The group has strengthened the partnership with parents and carers by changing the children's assessment forms to include space for parental comments and by introducing parent/staff consultation evenings. There has been good feedback from parents on these measures, the group report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Good spiritual, moral, social and cultural development is promoted by teaching children to respect each other, for example by celebrating birthdays. The 'Special Child' system works well. Children thank the special helper for bringing their snacks. Children participate enthusiastically, listen well, and respond to adults appropriately. Children are able to work independently, for example removing and replacing shoes and socks for physical activities; and in co-operation with others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have good speaking skills and express themselves well. They are developing vocabulary well through stories and rhymes, and extending their early reading skills. All children are beginning to write for a variety of purposes, and the more able children form recognisable letters. The Oxford Reading Tree reading scheme is not used to its full potential to help the link with the local school, and aid the transition from pre-school to school for the older children.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show a great interest in numbers and counting, and 4 year olds can count to 10 and beyond. Children use number on a daily basis. Staff provide a wide range of activities to reinforce number; addition, subtraction, shape, size and quantity; allowing children to explore maths independently as well as in teacher-led situations. Children recognise and create simple patterns and use mathematical ideas to solve problems; for example making a block graph of pets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Activities allow children to build on their knowledge of science and use it in practical situations, for example making mini volcanoes, observing growth and change in cooking. Children are confident in their use of the computer and other technology. They are developing a good sense of where they live, for example local outings, and creating a large annotated map of the village. Children are given a range of opportunities to learn about the wider world, including Africa, Australia, and India.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good climbing and balancing skills, and demonstrate good control and co-ordination in throwing, catching and rolling balls to each other. They show awareness of others around them. They move confidently when outside, and use available space well in indoor sessions. Staff intervention is good at all times to ensure children handle tools and malleable materials safely. Children are learning about good hygiene practices and healthy eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children confidently explore texture and shape in 2 and 3D. Photos and past evidence show children enjoy participating in songs, and are given opportunities to explore making of sounds using musical instruments. Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities. The labelling on all displays does not include labelling by children, to further enhance their creative thinking, and ownership of the work.	

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:
- the use of the Oxford Reading Tree, by introducing the level of books within the scheme, that have no text; to help the link into the local school, and aid the transition from pre-school to school for the older children
- the labelling on all displays, with the addition of labelling by the children; to further enhance their creative thinking and ownership of the work.

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.