



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 146756

DfES Number: 583168

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Diane Mary O'Neill

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Preston Nursery School
Setting Address Preston Village Hall
 School Lane
 PRESTON
 Hertfordshire
 SG4 7UE

REGISTERED PROVIDER DETAILS

Name Mrs. Jenny Woolner

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

Preston Nursery School is a private nursery school which opened in 1988. It operates from Preston village hall which is situated in Preston village, a rural part of North Hertfordshire . The nursery serves the local area and the surrounding village community.

There are currently 19 children aged between two years six months to five years on the register. This includes 9 funded three year olds and no funded four year olds. The children attend a variety of sessions. The setting currently has no children attending the nursery school who have special needs or English as an additional language.

The nursery school opens five days a week during school term time only. Sessions are from 9am - 12 noon and 12 noon - 3pm, some children attend from 9 am to 3pm, bringing a packed lunch.

One staff member works part time and 3 others work full time with the children. Over half the staff have early years qualifications to NVQ level 2, three staff members are currently working towards their NVQ level 3 qualifications. The setting receives support from the local Community Development Team and the Pre-School Learning Alliance, as well as teacher support from the local school in the village.

How good is the Day Care?

Preston Nursery School provides good care for children.

The nursery school provides a very welcoming environment for children and their parents. There are clear and concise routines in place, and excellent staff interaction with the children.

Staff have a very good understanding of health and safety practices and procedures, and are well deployed within the setting. They are vigilant at all times to ensure

children's safety and wellbeing. They assess and review the risk assessments on a regular basis. However they need to ensure written permission for any first aid is in place. All areas of the nursery school are used to their full potential to benefit the play and learning opportunities for all the children.

There is an excellent variety of toys and resources accessible to all the children within the provision. Planning clearly shows the diversity of activities and topics that are available to the children, and that all levels of children's development and learning is challenged appropriately.

Staff have a very good working relationship with the parents. There are effective systems in place that enables the sharing of information formally and informally. Parents are encouraged to help within the nursery school on a parent rota system.

There is a clear behaviour management procedure in place that takes account of the children's understanding. Good behaviour management by staff enables good role models for the children.

Documentation is very well organised and staff have worked hard to have in place planning, daily records, evaluation and monitoring procedures. They do however need to show the hours of attendance of children and staff and also to know when to contact Ofsted.

The staff team are very dedicated in providing good childcare. They are committed to updating their knowledge and development and attend relevant training.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure hazards on the premises were minimised, this related to stacked chairs in the kitchen. There is now a screen around the chairs, and children are supervised at all times when collecting their coats, which are stored in this area. Also procedure for safe conduct on any outing. The nursery has a written policy, and procedure that children hold a long rope whilst out walking, and staff are deployed effectively so they can supervise the children and ensure their safety. Written permission to be obtained from parents for seeking emergency medical treatment. This has not been fully addressed. They also had to ensure parents were informed of complaints procedure, and have Ofsted address and telephone number. The complaints policy clearly outlines the procedure to follow. It also includes Ofsted's address and telephone number.

What is being done well?

- The staff provide a wide range of activities, which include opportunities for sharing stories, messy play, visits to the nearby country park and cooking on a regular basis. Children are therefore learning in a natural, relevant and meaningful way.
- The daily routine within the planning ensures that the activities are interesting and stimulating, which helps to encourage the children's learning and

development. These activities are flexible depending on the needs of individual children.

- The staff have a very good understanding of health and safety both inside and outside of the nursery. This is evident by the risk assessment and daily checklists in place. They effectively supervise the children to reduce any risks that may occur.
- There is a very good partnership with parents where effective procedures are in place for the sharing of all information about their children. This is done, either through daily discussion, notice boards outlining the day and weekly events, children's assessment records. They can at any time speak to any of the staff about their child. Parents also have access to the nurseries policies and procedures.
- Staff are dedicated to attending training courses, this helps them keep up to date with information as well as developing their own learning and practice.

What needs to be improved?

- documentation to have written permission for any first aid, and register to record hours of attendance for both staff and children.
- management and staff to be more aware of when Ofsted should be notified.

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
7	Obtain written permission from parents for seeking emergency medical advice or treatment.
14	Ensure hours of attendance of children and staff are clearly recorded within the registration system. Ensure Ofsted is informed of any changes within the Nursery school

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

How effective is the nursery education?

The provision for nursery education at Preston Nursery School is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage and the curriculum planning effectively challenges and supports the children to make progress in all areas of learning. The staff work directly with the children and provide a good balance between structured learning and child-led play. However children's learning of a sense of time and place could be further enhanced, as well as extending their knowledge of different cultures and beliefs. Children receive appropriate praise and encouragement; they are on the whole well behaved.

Staff maintain informative assessment records for all children. These effectively highlight children's progress, and are used to formulate future planning. They constantly review their planning and assessment systems to ensure they develop the children's learning within the early learning goals. Staff give individual children a good level of support. There are effective systems in place to support any children with special educational needs.

Leadership and management is very good. The pre-school benefits from a dedicated and committed staff team who work closely together, providing a good learning environment for children.

Partnership with parents and carers is very good. There is an effective system for the sharing of information about the pre-school and its educational programme. A good key worker system ensures the sharing of children's progress and assessment records with the parents on a regular basis.

What is being done well?

- Children's personal, social and emotional development is given high priority, which helps children gain in confidence, and helps develop their feelings of security. Staff give the children clear and constant boundaries that helps them to understand right from wrong.
- Children have very good creative learning opportunities through a variety of interesting and stimulating activities, such as free painting, adult lead activities, as well as adults expanding their thought process within the role-play area.
- Children are confident speakers and listeners; staff develop children's confidence to speak as part of the group and in smaller peer groups. Staff have effective questioning skills, which encourage the children to think for themselves. Children take turns to talk and interact well developing good conversation skills when playing. They listen well to others and concentrate

during story time.

- The staff have a thorough planning and assessment process linked to the Foundation Stage. This provides them with suitable opportunities for directing children's learning through a variety of activities.
- Parents are warmly welcomed into the setting. There is a good informal and formal system in place for the sharing of information, some of this is linked to the key worker system.

What needs to be improved?

- extending children's learning to explore a sense of time and place and to extend the coverage of cultures and beliefs through practical experience and well planned activities.

What has improved since the last inspection?

The nursery school has made very good progress in addressing the five key issue raised at their last inspection.

Planning has been developed and improved to show planning for individual children, as well as how overall plans will cover children's learning in all areas. They have expanded provision to enable children to access various role-play situations and small world play, to enable children to be creative and use their imaginary skills. They have developed their physical activities so that children use a variety of equipment and opportunities to develop in all areas of physical development.

Staff have undertaken training and workshops to develop their understanding of the Foundation Stage, this has enabled them to provide a good learning environment for the children. Parents have access to the terms curriculum, so can see what their children will be learning. They can also speak at any time to their child's key worker.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships and relate well to each other and adults. They become interested and involved in their play, which underpins their learning in many areas. Children develop good concentration skills and sit quietly when appropriate. Their behaviour is generally good and they are secure and confident within their surroundings. Staff reinforce this with constant praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and engage easily in conversation with other children and adults. This is especially evident within the role play, where good open ended questions are asked. Children skilfully practice mark making and writing skills through the various play opportunities that are available. They have good access to books, and enjoy having set story time with adults.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers for counting and some can count to ten and beyond. They develop their mathematical learning through various activities, such as songs, role-play, cooking where they use weighing and measuring, counting, more or less. They are encouraged to use mathematical language in their thinking and learning processes. Planning shows different mathematical concepts that are used to formulate children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate the natural world through first hand experiences, for example studying the growth of plants. Designing and making skills are well fostered through using a variety of construction resources. Children are introduced to simple IT programmes to extend their learning. They have opportunities to learn about sense of time and place and cultural awareness, this could be further developed to enhance children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and demonstrate an awareness of space as they move independently around the activities. Staff ensure that within the planning, there is a variety of opportunities for the children to do different kinds of activities, such as climbing, balancing, catching, kicking and throwing balls. Children's dexterity is developed well; they have good hand and eye co-ordination and successfully use scissors, pencils and various construction materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children fully explore colour, texture, and shape, through resources such as play dough, sand, water and painting activities. Staff link effectively the colour of the week into their daily discussion and use of the topic table, where children bring items that relate to the theme. Children sing confidently their favourites nursery rhyme and enjoy playing the different musical instruments in a music session.

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 improving the following:
- provide further opportunities for children to explore a sense of time and place, and extend the coverage of cultures and beliefs through practical experience and well planned activities.

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.