



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110424

DfES Number: 582063

INSPECTION DETAILS

Inspection Date	01/03/2004
Inspector Name	Deborah, Jean Watton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Compton and Shawford Pre-School
Setting Address	Reeves Scout Hall, Martin's Field Compton Winchester Hampshire SO21 2AZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Compton & Shawford Pre-School
------	--

ORGANISATION DETAILS

Name	Compton & Shawford Pre-School
Address	The Reeves Scout Hut Martins Fields, Compton Winchester Hampshire SO21 2AZ

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

Compton and Shawford Preschool opened approximately 30 years ago. It operates from two rooms in the Reeves Scout Hall in Compton, near Winchester. The preschool serves mainly the local area.

There are currently 29 children aged from two to five years on roll. This includes 15 funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45, Monday to Friday.

One part-time and four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Compton and Shawford Preschool provides good quality childcare. Staff regularly attend training to update and improve their skills. They create an environment where children are encouraged to explore and investigate and to share their thoughts and ideas. Staff make good use of space to create areas for role-play, art and craft and storytelling. Children have easy access to a good range of well maintained resources and are encouraged to make choices about what they do. All documentation is in place with only minor updating required. Parental confidentiality is maintained throughout the record keeping systems.

There are effective systems in place to ensure children's safety, including regular practice of fire drills to ensure all children become familiar with the procedure. Staff talk to parents about dietary requirements in order to cater for individual needs. They

work closely with parents and outside agencies to support children with special needs.

Staff provide a well balanced curriculum which includes regular outings and outdoor play. Children have access to a wide range of resources reflecting positive images of gender and culture, however, those reflecting positive images of disability are limited. Staff know children well and tailor activities to encourage individual interests. They use age appropriate strategies for behaviour management with children responding well to praise and encouragement.

Staff have open relationships with parents who regularly discuss their child's development and are involved in every aspect of their care within the setting. Parents are provided with information about the preschools policies and procedures and receive regular newsletters and information about forthcoming topics. Staff provide informative notice boards and a resource box for parents to borrow books and leaflets.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff provide a warm, welcoming environment for children where their artwork decorates the walls and they have their own notice board on which to place messages, pictures and cards. Each child also has a personal drawer in which to place items from home and anything which they make during a session.
- Staff are very aware of safety issues and provide a safe, secure environment for children through close supervision, use of appropriate equipment and regular risk assessments.
- Staff act as role models, demonstrating good hygiene practices and talking to children about hygiene issues and healthy eating. Children enjoy a selection of healthy snacks and drinks.
- Staff develop positive relationships with parents who are welcomed into the setting to support their child as they settle into the routine, to assist with running sessions or to talk to children about their work or interests. Parents are also invited to open evenings and committee meetings.

What needs to be improved?

- resources reflecting positive images of disability
- documentation, to ensure the complaint procedure includes contact details for Ofsted as the regulating authority.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
--

<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
9	Provide a wider range of resources reflecting positive images of disability.
14	Ensure the complaints procedure includes contact details for Ofsted as the regulating authority and share this information with parents.

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

How effective is the nursery education?

Compton and Shawford Preschool provides high quality nursery education. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff know children well and plan activities to develop each child's interests and extend their skills. Staff have a sound knowledge of the Foundation Stage of learning and provide a stimulating environment with well planned activities. They develop children's self-esteem by valuing each child's efforts, thoughts and ideas. They question children effectively to encourage them to think and develop problem solving skills. Behaviour management is good with staff taking account of each child's understanding and stage of development.

Leadership and management of the setting are very good. The voluntary management committee and staff work closely together and operate an effective system of staff appraisal and development. Training is actively encouraged. The preschool leader constantly monitors and evaluates the curriculum and children's progress. She has made several changes since her appointment eighteen months ago, creating effective systems and a staff team who work well together to support children's development. The setting is committed to improving care and education for all children and is currently working towards accreditation on a recognised quality assurance scheme.

The partnership with parents and carers is very good. Parents are well informed about the preschool's policies and procedures through welcome packs, newsletters and notice boards. They receive regular information about their child's progress and achievements through informal discussions with staff. They have opportunities to share what they know about their child before they start and during their stay. They are invited to play an active role in the running of the preschool as parent helpers, committee members and fundraisers.

What is being done well?

- The staff team work well together to provide a balanced curriculum with a good mix of child and adult led activities. They provide many opportunities for children to make choices about what they do and to suggest ideas to develop their play in meaningful ways.
- Staff use effective, consistent methods for behaviour management. Children learn the codes of conduct for being part of a group and respond well to praise and encouragement from the staff. Behaviour is very good.
- The leadership and management have a strong commitment to providing a relaxed, friendly environment where children are able to develop their independence, personal skills and imagination.

- Staff develop good, open relationships with parents who feel very comfortable discussing their child's development and coming into the preschool as voluntary helpers.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- individual assessments, to ensure they more clearly show children's progress towards each early learning goal and inform parents about the next planned stage of development for their child
- information provided to parents about how they might provide help and support during each stage of their child's development.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff have attended training in the Foundation Stage of learning and have improved the programme for knowledge and understanding of the world, communication language and literacy and mathematical development. They now make good use of planned and spontaneous opportunities to develop children's knowledge and skills in these areas.

Staff have developed the assessment system to cover all the early learning goals and use their knowledge of what children can do to plan for the next stage of their development. However the current system, in some instances, does not clearly demonstrate the progress which children are making or record plans for the next stage of their development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are actively involved in their learning. They make choices about what they do and are encouraged to suggest and implement ideas for developing their play. They are confident, working well independently and in groups and show high levels of concentration. Children develop caring relationships with adults and other children, learning to co-operate in their play. They have many opportunities to develop independence, selecting resources and choosing snacks and drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children's spoken language develops well. They learn to negotiate and express their ideas during a wide range of role-play activities. They enjoy books and listen avidly to stories. They begin to link sounds to letters and realise that print carries meaning. Many children recognise their names. Children enjoy many opportunities to practise pre-writing skills and frequently attempt writing during role-play, for example, making shopping lists. More able children learn to write their names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children learn how to use numbers in everyday situations. Many children recognise numerals one to nine and count confidently to ten. They learn the language of addition and subtraction through practical activities like snack time and the use of number rhymes and songs. Children have many opportunities to develop an understanding of shape, position, size and quantity through meaningful activities like sand and water play, cookery and building with construction toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are encouraged to explore and investigate their surroundings. They enjoy opportunities to see how things grow, planting seeds and bulbs and visiting animals in local farms. Children learn about information technology, using telephones, computer keyboards and mini-computers during their play. They talk about themselves and the world around them, learning about their local environment through outings and visitors to the preschool. They also begin to learn about different cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children demonstrate a good sense of space and move confidently during physical activities like music and movement. They enjoy opportunities to use large equipment for climbing and balancing both indoors and outdoors. Children develop an understanding about staying healthy and how their body works through discussion and topic work. They are skilled at using a variety of tools like pens, pencils, glue sticks, scissors and paintbrushes which they use during everyday activities.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy daily art and craft activities where they create pictures and models to their own designs. They are encouraged to use their imagination and express their ideas through music and movement, role-play and storytelling. They participate enthusiastically in singing sessions and frequently explore musical instruments and sound. Children respond with all their senses to many experiences, such as tasting and smelling food and touching a range of contrasting textures.	

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 key issues, however, consideration should be given to improving the following:-
- further develop individual assessments to more clearly show children's progress towards each early learning goal and to inform parents about the next planned stage of development for their child
- provide information for parents about how they might develop play at home to support their child and compliment their learning at preschool.

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.