



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301858

DfES Number: 583682

INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Jim Bostock

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Broomley Pre-School
Setting Address	Broomley First School Main Road Stocksfield Northumberland NE43 7NU

REGISTERED PROVIDER DETAILS

Name	The Committee of Committee of Broomley Pre-School 1069127
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ORGANISATION DETAILS

Name	Committee of Broomley Pre-School
Address	School House, Main Road Stocksfield Northumberland NE43 7NN

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

Broomley Pre-School has been a registered service since 1997. It operates Monday to Friday between 09.00 and 11.45 within Broomley First School, Stocksfield, Northumberland. The group serves a rural community and children attending are usually from the local area, going on to attend the school.

Children have access to the main playroom, the school hall, toilets and an enclosed outdoor play area.

The group has three staff. The leader and deputy are qualified. It is managed by a parent committee and is a member of the Pre-School Learning Alliance.

At the time of inspection there were 29 children attending sessions, all of whom were in receipt of funded education. There were no children with special needs or with English as an additional language attending. Teacher support is provided by the school.

Although registered for children between two years and five years the service does not cater for any children under three years old.

How good is the Day Care?

Broomley Pre-School provides good care for children.

The parent led committee manage the service well. The playroom is brightly decorated with children's work and well organised for the activities. Staff are well supported and have access to regular training. The service has a good range of toys, playthings and equipment to support the well planned activities.

The premises are safe, clean and tidy and staff supervise the children at all times to ensure their safety and welfare. There are good procedures to maintain safety however the service has agreed to review the use of the large slide in the outdoor area. All staff have first aid training or are planning to attend. The service provides balanced and nutritious snacks for children. Equal opportunity issues and children

with special needs are supported well.

Children have a good range of interesting and fun activities and are developing well. There are good relationships between children and staff and children get on well with each other. Staff encourage positive behaviour for children through the use of praise and encouragement and children respond well.

The relationship with parents is good and they have access to useful information about the service and their children's progress. Staff and parents regularly exchange information about the children to help meet their needs.

What has improved since the last inspection?

Not applicable

What is being done well?

- The service is well organised to meet children's needs, staff work well together and ongoing training, to help staff and committee develop the service provided, is well supported.
- Children relate well to each other and to staff.
- Children enjoy a wide range of stimulating, interesting and fun activities, well planned and provided by staff, which help their development.
- Staff supervise children closely to ensure their safety.
- Children are helped to learn about healthy eating and provided with fresh fruit daily.
- Children are helped to develop positive attitudes about difference by having access to multicultural play experiences.
- Parents are provided with good information about all aspects of the service, their children's development and daily activities.

What needs to be improved?

- the risk assessment for the use of the large slide in the outdoor area
- the accident records to ensure confidentiality.

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
6	Conduct a risk assessment on the use of the large slide in the outdoor area identifying any actions to be taken to minimize identified risks.
7	Review the procedure for recording accidents to ensure confidentiality is maintained.

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

How effective is the nursery education?

Broomley Pre-School provides good quality nursery education where children learn in a friendly and caring environment. Overall children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff have a good understanding of all areas of children's learning. This enables them to create a wide range of interesting activities. Plans provide a good balance of adult directed and self chosen activities and ensure children are offered experiences in all areas of learning. Group activities are well planned and staff are skilled at asking questions that encourage children to think and talk. They set good role models and behaviour is very good. Activities are not always extended to provide sufficient challenge for more able children particularly in aspects of language and literacy and physical development. Periods of self chosen activity are less challenging particularly for more able children because the resources at times lack stimulation and children are not always urged to find out more and learn new skills. Staff make observations of children's progress and record achievement. Information gathered is not consistently used well to inform plans.

Leadership and management are generally good. Staff ensure the smooth day-to-day running of the group. They work hard to develop an effective team and are committed to ongoing professional development. All staff contribute to the educational programme but have yet to fully develop their role of evaluating practice.

Partnership with parents and carers is generally good. The very good rapport with parents contributes well to children's well-being. Parents are well informed about what is happening within the group and effective systems encourage parents to be involved with their child's learning. Information about children's learning in relation to the stepping stones is not sufficiently developed.

What is being done well?

- Personal, social and emotional development is very good. Children are confident, sociable and develop caring relationships with each other and staff.
- Staff value children's contributions and help them to develop their own ideas.
- Activities are varied, practical and capture children's interests.
- Staff work well as a team to provide an interesting range of activities, good role models and a happy learning environment.
- Children's listening skills are developed well.

What needs to be improved?

- the attention given to increasing children's awareness of print, of the sounds and letters and words and of the different purposes of writing
- the extension of adult-led activities and the organisation of self chosen activities to ensure all children are challenged sufficiently
- the programme for physical development so that children build on existing skills and develop new ones using a range of large and small equipment.

What has improved since the last inspection?

The pre-school has made very good improvement since the last inspection. Plans offer children regular opportunities to experiment with different malleable materials and children show skill as they use their hands and small tools to create and change shapes.

Opportunities to develop cutting skills are good. Children enjoy the 'office' area and are able to carry out their own ideas using cutting, gluing and sticking skills with a variety of materials. They show good control and older children skilfully cut out complex shapes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle easily into the group. They have developed warm relationships with staff who they clearly trust. They explore, are confident and keen to try out new ideas. Levels of independence and self care are good. Children's behaviour is very good and they respond well to staff's expectations. They learn to share take turns and co-operate, for example when sharing the wheeled toys outside and giving each other rides.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop good speaking and listening skills. They communicate well with each other and adults. Children enjoy stories and listen attentively, contribute when asked questions and respond well to adult requests. Most children are able to read and write their first name and show developing control with writing tools. However, the four-year-olds and more able children are not sufficiently encouraged to notice print in a variety of situations or write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children gain an understanding of number and shape through a range of practical activities. They confidently count beyond ten and enjoy rhymes which help them to count forwards and backwards. Three and four-year-olds participate enthusiastically in activities which require them to recognise, match and sequence numbers. They recognise and name a variety of shapes and recreate them in fun ways. Their knowledge is not used sufficiently to encourage simple calculation and problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Effective use is made of the outdoor area to stimulate interest in the natural world. They are helped to notice changes in the weather and life cycles and the detail of mini-beasts, for example, by using magnifying glasses. They show skill as they complete simple computer programmes and operate equipment. Well established routines give a pattern to the day and a sense of time passing. Children are not sufficiently encouraged to build on their knowledge during experiments.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good awareness of space as they move around indoors and out of doors. They are confident and show agility as they manoeuvre wheeled toys, run and climb. They show dexterity as they handle tools, for example, as they hammer small tacks into shapes to make patterns. However, children do not receive good opportunities which help them to build on existing skills and develop new ones because activities using small and large equipment are largely spontaneous.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children frequently use a range of materials and media in a variety of ways. They participate in music sessions and experience a range of music. Children are helped to develop a good sense of rhythm and sing new and familiar songs, putting on concerts for parents and the community during the year. They have good opportunities to develop their own ideas which are well encouraged by staff. Role play is varied. The quality of the activity is dependent on the amount of support children are given.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- plan more opportunities for the more able children to increase their awareness of print, the sounds of letters and words and the different purposes of writing
- develop planning and use information gathered from observations and assessments to ensure children are offered sufficient challenge during adult-directed and self chosen activities
- develop the programme for physical development so that it is progressive and ensures children receive regular opportunities to build on existing skills and develop new ones using a range of large and small equipment.

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.