



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 220141

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Andrea Ewer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bellinge Community Pre-School
Setting Address	Community Centre Fieldmill Square Northampton Northamptonshire NN3 9AQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Bellinge Community Pre School
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ORGANISATION DETAILS

Name	Bellinge Community Pre School
Address	Community Centre Fieldmill Square Northampton Northamptonshire NN3 9AQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Bellinge Community Pre-school is a voluntary group which was first established in 1978 and operates from Bellinge Community Centre, Northampton. The pre-school caters for children from the local community.

The pre-school is registered to care for 26 children aged 2 to 5 years old. Children attend on a sessional basis. Sessions run from 09:30 to 12:00 each week day, and 13:00 until 15:00 on a Tuesday.

There are currently 38 children on roll, 19 three year olds and 8 four year olds are in receipt of nursery education funding. Four of the children attending have English as an additional language and there are no children who have special educational needs.

Five members of staff work directly with the children. Three staff hold an appropriate childcare qualification, and two are on a training programme.

The pre-school maintains close links with the Northamptonshire EYDCP advisory team.

How good is the Day Care?

Bellinge Community Pre-School provides a good standard of care to children. The nursery is well organised, with written policies and procedures that staff understand and apply consistently. Staff are deployed effectively and there are clear routines that help children feel secure. Space is used effectively, enabling children to enjoy a wide range of activities. Overall, records are kept to a high standard, and ensure children's welfare is promoted.

Staff take positive steps to promote children's safety, and generally good hygiene standards are maintained. Children learn about personal hygiene through daily routines.

Children are involved in a varied and stimulating range of activities that promotes their learning. They are encouraged to be confident, independent and develop their self-esteem through the many opportunities provided for them to make choices. Children are well behaved and respond well to the high expectations for their behaviour. Good attention is given to equal opportunities and children's individual needs are met. Staff are proactive in identifying children who have special needs,

and take active steps to ensure appropriate action is taken. Very good procedures are in place for children who have English as an additional language.

Staff develop effective relationships with parents. They communicate well both verbally and in writing, to ensure parents are kept informed about their children, and the service being provided.

What has improved since the last inspection?

At the last inspection the nursery manager agreed to submit an action plan to show how she would obtain an appropriate qualification. The nursery manager is currently working towards NVQ level three, which will enhance her skills and knowledge, to promote the children's welfare.

What is being done well?

- The operational plan is very effective. Staff understand policies and procedures, and apply them consistently to promote children's welfare, and help them feel secure.
- Staff provide a stimulating environment, including a very good range of resources and activities that children enjoy, and that meets their play and development needs well. Staff are deployed to ensure children have opportunities to make choices throughout the day, and helps them develop their confidence and self esteem.
- The pre-school promotes equal opportunities very well. Staff get to know children well, and take active steps to ensure their individual needs are met, in particular children who have English as an additional language.
- Effective measures are in place to manage children's behaviour. Staff provide a stimulating environment where children are interested in the activities provided, and good emphasis is placed on developing their self esteem, confidence and independence skills. Children are familiar with the daily routine and staff have clear and consistent expectations of them. As a result children are very well behaved.

An aspect of outstanding practice:

The pre-school caters very well for children who have English as an additional language. Staff are very committed to ensuring children are valued, secure and part of the group. Staff grasp opportunities enthusiastically, to enhance children's play and learning, and to help them communicate. Language, gestures, facial expression and visual support, are used sensitively by staff, to communicate with children. Small group and individual activities are incorporated into the day to help children develop English, whilst respecting and valuing their home language. A bi-lingual member of staff has responsibility for children who have English as an additional language, and pre-school staff work in partnership with parents, the Early Years Development and Childcare Partnership and other agencies and to ensure children's individual needs are met. The pre-school environment helps all children to recognise and show respect for each other's home language. Parents and interpreters have taught staff

key words in children's home languages, which helps children learning English to feel included. They have also provided written information that has enabled staff to put labels around the room, dual language books are provided in the book corner and posters are displayed using English and other languages.

What needs to be improved?

- make sure drinks are stored appropriately,
- make sure the complaints policy includes appropriate information.

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
12	Ensure the complaints procedure includes the address and telephone number of the regulator.

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.