



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146029

DfES Number: 523177

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Doreen Forsyth

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Dragons Pre-school
Setting Address Village Hall
Ogbourne St. George
Marlborough
Wiltshire
SN8 1SU

REGISTERED PROVIDER DETAILS

Name The Committee of Little Dragons Pre-school 1034043

ORGANISATION DETAILS

Name Little Dragons Pre-school
Address Village Hall
Ogbourne St. George
Marlborough
Wiltshire
SN8 1SU

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

Little Dragons Pre-school opened in 1984. It operates from the village hall in Ogbourne St George, near Marlborough in Wiltshire. The pre-school serves the local rural area.

There are currently 17 children aged between two and five on the register. This includes two funded three-year-olds and five funded four-year-olds. Children attend for a variety of sessions. At present there are no children attending who have special educational needs or speak English as an additional language.

The setting opens five mornings a week during school term times, sessions are from 09.15 until 12.15 on Monday, Tuesday and Wednesday, and from 09.15 until 13.00 on Thursday and Friday. There is also a weekly parent and toddler session.

Three part-time staff work with the children. The two joint leaders have NVQ early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Dragons Pre-school provides satisfactory care for children. The two joint play leaders provide strong management, and are well supported by the pre-school committee. The pre-school values and encourages training, both leaders have NVQ at level 3, and continue to attend relevant training to update their skills. Most required policies and procedures are in place, which are used to underpin the daily organisation of the setting. There is scope to further develop the documentation.

The children play and learn in a safe and welcoming environment. The hall used is secure, spacious and warm. Children have a healthy mid-morning snack each day, and twice a week can stay longer to have a packed lunch. The children enjoy interacting with each other over lunch time. The staff are aware of child protection issues and are able to ensure the children's safety and security. All staff have first aid training and promote the children's good health.

The setting is very well resourced. Resources are stored at a level where children can select activities for themselves; they are encouraged to be independent. The educational programme covers all the areas of learning. The staff are skilled at talking to the children and asking them questions which make them think. The pre-school would provide well for children with special needs, because the staff are well qualified, have good resources, and can provide an appropriate environment.

There is a strong partnership with parents, they are encouraged to be involved in their children's learning. The pre-school management committee consists of parents. Parents are welcomed into the setting, they tell the children stories on a daily rota, which the children enjoy very much. They receive good information about the pre-school and about the children's progress. They can exchange information informally with staff at the end of each session.

What has improved since the last inspection?

At the last inspection the setting was required to maintain a record of incidents, ensure the daily registration system was appropriate, review some policies, and the record keeping system, ensure the hall is warm enough, and ensure the person in charge has a level three qualification. The pre-school has met all these requirements well. Both the play leaders have NVQ level three qualifications and continue to attend training events that enable them to offer the children a good standard of care and education. The hall used is warm and welcoming to the children and their families, and most of the required documentation is in place. Children's progress is regularly recorded.

What is being done well?

- There is a strong partnership with parents. They are welcomed into the pre-school, are involved in the daily activities and are able to share information with the staff on a regular basis.
- The premises are welcoming and attractive. There is a range of good resources available that promote all areas of the children's development, which the children can access easily.
- The equal opportunities policy is appropriate, all children are equally welcomed, and the range of resources to promote equal opportunities is good.
- The staff promote the children's good health. They encourage healthy eating, and take positive steps to prevent any infections.

What needs to be improved?

- the induction process for new staff
- the procedures concerning lost children
- the review of the risk assessment

- recording of children's special dietary requirement.

Outcome of the inspection

Satisfactory

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
2	Devise a procedure for dealing with lost children.
2	Ensure a suitable induction procedure is in place for new staff.
6	Review the risk assessment on the premises identifying actions to be taken to minimize identified risks.
8	Record information about children's special dietary requirements/ allergies and share with all staff.

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

How effective is the nursery education?

At Little Dragons Pre-school the children are making generally good progress towards the early learning goals in all the six areas of learning.

The quality of teaching is generally good. The staff are well trained and have a good understanding of the early learning goals. The planning used covers all areas of the curriculum, but is complicated and does not use the assessments that are made on the children to help them move onto the next stage of their learning. The pre-school is well resourced. There are no children attending the setting that have special educational needs or speak English as an additional language, however, staff have an appropriate understanding of the Special Needs Codes of Practice, and there are resources that are suitable for all children. The children are generally well behaved, but some have difficulty sharing, and some more able children are not always fully challenged or occupied. Staff are skilled at explaining to children why some behaviour is not acceptable.

The leadership and management of the pre-school is very good. The chairperson and play leaders are a strong management team. They value and encourage training. The staff are participating in a quality assurance scheme to monitor and evaluate the provision and help them to identify any weaknesses. The management team are committed to improvement.

The setting has a generally good partnership with parents. They are encouraged to be involved with their children's learning. They tell stories to the children on a daily rota, and use a book share club to take books home to encourage children's enjoyment of books. Parent's

receive good written information about the setting, but are not encouraged to share what they know about their children when they first enter the pre-school. They have a variety of opportunities to find out about their children's progress and exchange information with staff.

What is being done well?

- The children have good opportunities to develop their imaginations during role play. The pre-school provides interesting resources that encourage the children to dress up, to pretend and to use their imaginations.
- Children are given many different opportunities to explore and investigate, and question why things happen.
- Staff use the resources for physical play imaginatively, they encourage children to balance and climb with confidence. Children are learning to move with co-ordination and control.
- The setting is using an Effective Early Learning project to monitor and

evaluate the provision they offer. The pre-school management is committed to continuous improvement.

What needs to be improved?

- the planning of the pre-school curriculum to ensure children are moved on to the next stage of learning and that more able children are suitably challenged
- the children's opportunities to use information and communication technology
- the use of mathematical vocabulary in the daily activities to enable children to discuss and compare numbers.

What has improved since the last inspection?

At the last inspection the pre-school was given four key issues for action, they have made generally good progress with these issues.

1. Ensure that the mix of adult directed and child initiated activities is more appropriate and that children have more time to choose that develop their own activities.

Children are able to choose their daily activities, with only one or two adult led activities being presented each session. Most of the children's play is child initiated. Some resources are stored where children can easily select their own play activities.

2. Develop the children's records of progress and attainment so that they cover all aspects of the learning programme.

The setting now uses 'Building Blocks' assessment system, in partnership with the Wiltshire Early Years Support team. All areas of learning are assessed within this scheme.

3. Continue to develop the plans so that all aspects of the six areas of learning are included. Further develop the plans for physical development to ensure that the children progress and develop skills appropriately.

Planning is a key issue that will be carried on from this inspection. All six areas are included in the current planning with physical development given appropriate consideration.

4. Ensure that the staff are familiar with the 1994 Code of Practice for the Identification of Children with Special Educational Needs and have a complete understanding of all aspects within the six areas of learning.

One of the joint play leaders has attended relevant training and has undertaken the role of Special Needs Co-ordinator. All staff are aware of the Codes of Practice, and would endeavour to offer appropriate provision to any children attending that may have special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident and are learning to be independent. They are able to select their own toys and can generally concentrate well on their chosen activity. Children have good self care skills. They use the toilet, wash their hands, and attempt to put on their own coats or aprons. They help serve each other at snack time. Children are well motivated and eager to learn, but they sometimes have problems sharing, some children require help to stay on task and persevere with an activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well to stories. They particularly like parents coming in to read to them. Children interact with each other and the adults present very well. They are confident speakers. The staff provide children with different opportunities in their play for mark making, but there are limited opportunities for the children to extend their vocabulary. The children enjoy writing and some can make recognisable letters and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count up to ten and beyond in the daily programme. There are displays of numbers in the playroom. The children can recognise different shapes and can recreate simple patterns. The good use of resources encourage children to solve simple problems. The counting table is used for children to sort, match and count with an adult. Children have limited opportunities in every day activities to use mathematical language, and compare and discuss number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to investigate and question how things work and why things happen. They are learning about the weather; children have made rainmakers and have discussed the properties of the wind. They are able to talk about their lives and families and are learning about their own environment. They are beginning to know about their own and others cultures and beliefs. Children have very limited opportunities to use information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

In their physical development the children are very confident in movement and have a good sense of space. The daily use of climbing and balancing equipment helps the children to develop their co-ordination. They learn about the importance of staying healthy when they have their fruit each day at snack time. They are able to handle and use different tools, such as paint brushes, glue sticks and scissors with increasing control, but have little access to malleable materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

The children's imaginative development is fostered well through role play. They love to dress up and to use role play, such as in the 'baker's shop'. Children's opportunities to express their ideas and imaginations in other media are more limited. There are opportunities to paint freely at an easel, and to explore colour, texture and form. Children sing songs from memory, and there are resources available to allow them to experiment with sounds and match music to movements.

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

- revise the planning for the six areas of learning in order to link them to the stepping stones in the foundation stage, and use the observations you make on the children to ensure you move children onto the next step in their learning, thereby ensuring more able children are suitably challenged
- increase the children's opportunities to use information and communication technology to support their learning
- use opportunities in the daily programme to use mathematical language, and discuss and compare numbers.

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.