



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102973

DfES Number: 511820

INSPECTION DETAILS

Inspection Date	22/03/2004
Inspector Name	Valerie Button

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bodmin Pre-School (Mary Kendall)
Setting Address	Priory House Bungalow, Priory Road Bodmin Cornwall PL31 2AE

REGISTERED PROVIDER DETAILS

Name	The Committee of Bodmin Pre School (Mary Kendal) Committee
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ORGANISATION DETAILS

Name	Bodmin Pre School (Mary Kendal) Committee
Address	Priory House Bungalow Priory Road Bodmin Cornwall PL31 2AE

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

Bodmin Pre-school (Mary Kendall) is a committee run group, affiliated to the Pre-school Learning Alliance, first opened in 1972. The pre-school has purpose built accommodation which is rented from Bodmin Town Council. This includes an outside play area, with safety surface. The building is sited in Priory Park, at the west end of Bodmin Town.

The setting is open, during school term times, from 09:15 to 14:45 on Mondays, Wednesdays, Thursdays and Fridays; on Tuesdays from 09:15 to 11:45, with a Parent and Toddler group meeting on the premises on Tuesday afternoons.

There are currently a total of 34 children, aged from two to five years old, on roll. 24 may attend at any one session. There are no funded four-year-olds, but 21 three-year-olds are in receipt of funding for their nursery education. There are no children currently attending with recognised special educational needs and none for whom English is an additional language.

Six members of staff work with the children. Five have relevant qualifications in childcare and education and one is working towards this. A student following a modern apprentice scheme is also at the setting four days a week.

The Pre-school receives support from the local authority Early Years Partnership and is working towards gaining local authority quality assurance status.

How good is the Day Care?

Bodmin Pre-school (Mary Kendall) offers good quality care for children.

Organisation is good throughout, both in terms of the day to day running of sessions and in organising necessary documentation. The Supervisor offers strong leadership to the good staff team. Good priority is given to staff training and development. They are all committed to improving and developing the existing good provision made for young children's care and learning. A good quality learning environment is planned

and provided. Documentation is meticulously organised and information on all policies and procedures is available to parents. The role of the committee at the pre-school is less clear and no members of the committee have been appropriately vetted for their position at the pre-school.

Good attention is given to promoting health and safety. There are regular risk assessments and a simple written risk assessment form is completed each day before the outside play area is used.

The programme followed, the good quality learning environment and the effective use of resources means that children make good progress overall in all aspects of care and education. Good observations and records demonstrate the good progress children make.

The partnership with parents and carers is satisfactory. Parents warmly praise the provision and all are welcomed at the pre-school. There is plenty of good information available to them, often displayed in a lively manner. They receive regular updates on their children's development and progress. However, whilst there is some information available to explain the role of the management committee this has not been effectively put into practice.

What has improved since the last inspection?

The pre-school continues to improve and develop. The staff team is well led and all are committed to developing the provision made for young children's care and education. They are currently working to gain the local authority Quality Assurance Award.

There were six actions to address following the last inspection. All have been well addressed. Four of the six referred to documentation. There is now: a no smoking policy; a behaviour management policy that includes a statement on bullying; a system for registering staff attendance on a daily basis and a complaints procedure that includes the name and address of Ofsted as the regulatory authority.

The lock has been repaired so that dangerous substances are inaccessible to children and there are no plants in the garden at the moment.

There is just one recommendation made following this current inspection and this is to clarify the role of the management committee.

What is being done well?

- Organisation is good overall - both in terms of the day to day running of the sessions and the underpinning documentation to ensure the effective management of the group.
- The Supervisor leads the good staff team very effectively. There is a strong commitment to teamwork and staff training and development.
- Staff work hard to plan and provide a high quality learning environment which

is visually stunning and is well used by children and staff to promote learning and development.

- There is good, well presented information available to parents.
- Good attention is given to health and safety aspects.

An aspect of outstanding practice:

The hard work and influence of the Supervisor is instrumental to the success of the group. There is good teamwork and a strong commitment shown to improving and developing the provision. There is also a strong commitment to staff training and development in order to extend their knowledge and expertise.

What needs to be improved?

- clarification of the role of the registered person and the committee at the pre-school, ensuring that they have good information on their roles and responsibilities and ensuring that they have been appropriately vetted for their role at the pre-school.

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	Clarify the role of the registered person and the committee at the pre-school. Ensure that they have good information on their responsibilities and ensure that they have been appropriately vetted.

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

How effective is the nursery education?

Bodmin Pre-school (Mary Kendall) offers good quality nursery education overall and children are making generally good progress towards the early learning goals in personal, social and emotional development and communication, language and literacy. They are making very good progress in mathematical development, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. The learning environment planned and prepared is of high quality. Displays are often visually stunning and resources are very good. The room is very effectively divided into various learning areas. Staff are deployed very well during the free play parts of the sessions, interacting with children effectively in order to teach and extend children's learning. Good use is made of observations and assessments of children's learning, in order to identify next steps of learning for them. Whole group times are less effectively organised. Some good learning opportunities are sometimes lost because children, at various stages of development, are not appropriately grouped or sometimes are waiting too long for the stimulus to begin. This is often the case at whole group story and circle times, but also when all the children are waiting to go outside to play. The outside area has been recently improved. It is well used for large physical play activities, but further development and use for other learning areas would enhance provision.

Leadership and management is very good overall. It is the supervisor who leads and inspires the team, who work well together. All contribute to the planning process and all are committed to training to further develop their knowledge and expertise.

The partnership with parents is generally good. They are given good information about the setting and the children's activities. They receive regular written reports on their children's progress.

What is being done well?

- Children make very good use of the high quality learning environment planned and prepared for them. Displays are stimulating and encourage children to recall previous learning.
- Children are enthusiastic and inquisitive learners who are developing a good knowledge and understanding of the world around them through a range of stimulating and interesting activities.
- Children move confidently around the room, use equipment well and handle a variety of tool with increasing skill. Outside they are developing their skills in climbing and balancing. A good and varied programme is planned to foster physical development.
- Children's skills in mathematical development are fostered well, both through their use of specific mathematics resources, but also through use of a variety

of other learning activities and the routine of the sessions.

- Staff regularly assess and record children's progress, setting them targets to be achieved next.
- The staff team is well led and all work well together to plan and provide a high quality learning environment that is well resourced with many stimulating activities.

What needs to be improved?

- the planning and organisation of times when the whole group of children meet together: for example, when all go to prepare for outside play or when children, at varying stages of development, take part in circle or story times;
- the consideration given to ways in which children are grouped for certain activities;
- the use of the recently improved and developed outside play area for activities to support learning, not only in physical development, but also in the other areas for learning.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. There has been a new supervisor and several changes to the staff team. All involved are committed to further development of the existing good provision. The setting is working towards achieving the local authority Quality Assurance Award.

Progress with all three key issues has been very good. Mathematical development is now a very good area of provision. All staff are involved in, and contribute to, planning. Different staff take turns to be responsible for planning and leading various activities, including those for the whole group. Most staff have attended training for working with children with special educational needs; many recently attended the Saturday conference to launch the new Cornish Special Educational Needs pack, which is based on the updated Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and independent. They play cooperatively, behave well and often persevere to complete tasks during their use of the free play environment, for example, when using woodwork tools, during role play, book use or when problem solving in the mathematics area. When meeting together as a whole group, opportunities for concentration and learning are less good. Some children become distracted and behaviour is not of such a high standard.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are often confident speakers and enjoy explaining what they are doing or describing the content of displays. They enjoy books and stories and are familiar with a good range of these. Some, potentially good, group story times are less successful because of the wide age range of children grouped together. Older children are developing a good awareness of letters, sounds and rhymes. They enjoy various mark making activities and some children are able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use resources well to develop their understanding of a range of mathematical concepts. Children are able to discuss pattern, both through repeating mathematical patterns and during creative art work. They persevere to solve problems. Mathematical language and learning is encouraged throughout, for example, during routines or when playing outside. Staff make good use of observations and assessments to match tasks to individual children's interests, aptitudes and levels of understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are inquisitive and investigative learners. They enjoy watching the living things in the room and the squirrel who visits their bird table. Stimulating resources, such as African artefacts and posters, motivate children to explore how to make sounds with musical instruments or compare the lives of African children with their own. Good use is made of technology and children are enthusiastic in designing and making wooden models at the new workbench.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently around the available space, both indoors and out. A varied programme of activities is offered to support the development of children's large and small movement skills. Children are able to climb and balance and practise their skills on wheeled toys. Inside, they move to music or practise yoga. The new woodwork tools are hugely enjoyed and there are many other opportunities to develop fine motor skills, for example, through cooking activities	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enthusiastically participate in imaginative play. They are able to explore musical instruments freely or with good one to one support from staff. Background music often sets the mood, for example, with soothing sea sounds. There is good balance between adult led activities and those where children may explore various media independently. Good resources are well used to stimulate all five senses. Children respond well. Displays of their art work are attractive and well presented.	

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

- further develop planning, organisation and strategies to manage the times when the whole group meets together, for example, at story and circle times or when moving from inside to outside play;
- identify ways of extending use of the recently improved and developed outside play area for all areas of learning.

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.