



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199436

DfES Number: 522353

INSPECTION DETAILS

Inspection Date 03/12/2003
Inspector Name Abigail Langmead

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crudwell Pre-school
Setting Address Crudwell Village Hall
Crudwell
Malmesbury
Wiltshire
SN16 9SS

REGISTERED PROVIDER DETAILS

Name The Committee of Crudwell Pre-School

ORGANISATION DETAILS

Name Crudwell Pre-School
Address Crudwell Village Hall
Crudwell,
Malmesbury
Wiltshire
SN16 9SS

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

Crudwell Pre-School opened in 1974.

It operates from two rooms, a kitchen, toilets and outside play area at Crudwell Village Hall. The nursery serves the local area.

There are currently ten children from two to five years on roll. This includes two funded three-year-olds and no funded four-year-olds. Children attend for a variety of sessions.

The group opens three days a week during school term times. Sessions are from 09:15 until 12.15 In the summer term a lunch club operates every Monday and Wednesday from 12:15 until 13:00.

Three part-time work with the children. One has an early years qualifications. Two staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Crudwell Pre-School provides good quality care for children.

The setting is well organised to support the needs of the children. There are effective procedures for the appointing and vetting of staff. Staff have a generally good understanding of the policies and procedures and work well together. Documents are well maintained and there are good systems in place for the registration of children, staff and visitors. Staff provide a welcoming environment for children to learn. Space and resources are used well to help the children make good progress.

Staff take good steps in promoting children's safety within the setting. Risk assessments are in place and are regularly reviewed. Staff have effective practices in place to promote the good health of children. There are a wide range of resources that promote equal opportunities. Arrangements for food and drink are generally good.

There are clear systems in place for the observation and assessment of children. Children are involved in a broad range of activities that promote all areas of development. Children enjoy their play and staff question children appropriately to help their thinking. Staff use a wide range of positive methods to manage the children's behaviour, resulting in children having a clear understanding of what is acceptable.

Parents are provided with good quality information about their children's progress. There are effective systems in place to ensure that records are shared with parents and that confidentiality is maintained. Staff work in partnership with parents to ensure that the children are well cared for.

What has improved since the last inspection?

At the last inspection the group were asked to take action regarding the following:

a procedure regarding the exclusion of children who are ill or infectious, a procedure regarding a lost or uncollected child, the inclusion of Ofsted's details in the complaints procedure, a policy regarding the administration of medication, records of volunteers and committee members to be kept on the premises, a record of visitors to be maintained, a record of the times of arrival and departure of children and staff to be maintained, a record of all medicines given to children to be maintained and signed by parents, written permission from parents to seek emergency medical treatment, emergency contact details for children to be kept on the premises, electrical sockets to be made safe, minimum levels of staff qualifications to be obtained and to devise a system to ensure the regular exchange of information between staff and parents.

The setting has in place all necessary procedures and records resulting in the improved safe and efficient management of the setting. The complaints procedure now includes Ofsted's details and there are good systems in place that keep parents well informed of their children's progress. The electrical sockets are now covered resulting in improved children's safety. One of the three staff is qualified and two are currently on training programmes. There is always one member of staff out of two who is qualified working directly with the children.

What is being done well?

- Staff provide a welcoming environment for children. Resources are well organised so that children are able to select independently and make choices.
- The setting provides good quality information to parents about their children's progress. Information is shared effectively ensuring that children are settled and well supported.
- Staff use a wide range of positive methods to manage the children's behaviour. Consistent and clear boundaries result in children behaving well and understanding what is expected of them.

What needs to be improved?

- the temperature of the setting
- the provision of healthy snacks for children
- staff understanding of child protection issues.

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
8	Provide healthy and nutritious snacks for children.
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

The provision is acceptable and the children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Practitioners have a secure knowledge of the early learning goals. This results in clear planning and assessment of the children's progress. Most activities linked to the foundation stage are adult led and in some activities staff do not always provide sufficient opportunities to extend children's learning. Management of children's behaviour is positive and consistent and positive relationships have been developed.

Leadership and management within the setting is generally good. Staff are working as a harmonious team and all have clear understanding of their roles and responsibilities. A wide range of resources is provided. The setting is committed to continuous development and policies and practice are regularly reviewed.

The partnership with parents is generally good. Good relationships are developed with parents. Parents are provided with good quality information about the setting and its provision. Initial information is sought about the child, though this is not ongoing and there is no formal feedback to parents about children's progress.

What is being done well?

- Children develop good relationships with practitioners and the other children in the group. Children's behaviour is good and they have an understanding of the boundaries set and the behavioural expectations within the setting.
- There are many opportunities for children to practice a range of physical skills. Children's development of eye-hand activities is good and children show an increasing sense of space and of themselves.
- The manager has reasonable intentions regarding high quality of education and try hard to put the aims into practices. Practitioners have a secure knowledge of the early learning goals which is linked to planning.

What needs to be improved?

- Opportunities for children to practice counting and calculation through daily routine.
- Opportunities for children to respond to experiences and express and communicate ideas.

What has improved since the last inspection?

The behaviour policy has been re-written and is regularly reviewed to ensure it is applicable. Members of staff were observed to be providing good behaviour management. Positive values are constantly reinforced enabling children to develop appropriate skills and a developing sense of self. Members of staff offer good role models and a consistent approach.

Children are offered improved opportunities to express themselves through dance. A peripatetic dance teacher visits the group once a term and children are able to respond to the music that is played during part of most sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with practitioners and the other children in the group. Children's behaviour is good. Children have an understanding of the boundaries set and the behavioural expectations within the setting. Children display increasing independence and are offered opportunities to develop self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. Children join in confidently and respond enthusiastically during group discussion. They are confident to share their experiences within a group. Children are starting to develop an awareness of linking sounds to letters and children have the opportunity to appreciate books. There are limited opportunities for children to develop writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making some progress in counting and number recognition. Children gain an increasing awareness of the properties of shape through handling toys, for example puzzles. There are limited opportunities for children to count and calculate through daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest by facial expression. Children become increasingly aware of changes, for example, bubble painting and bread making. Resources in the group reflect positive images of differing cultures enabling children to gain an increasing awareness of their own and other cultures. Children are encouraged to be aware of the natural world through activities in the play area. Children have limited access to information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate an increasing sense of space and of themselves. There are frequent opportunities for children to practice a range of physical skills. Topic work enables the children to develop an increasing awareness of their body. Children use a range of equipment with increasing confidence. Children's development of eye-hand activities is good.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are given opportunities to experience a wide range of media and materials. They are able to join in favourite songs and build up their repertoire. Opportunities are available for children to develop their imagination through role-play and dressing up and children are beginning to pretend that one object represents another. There are missed opportunities for children to respond to experiences and express and communicate ideas.

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

- Develop increased opportunities for children to practice counting and calculation through daily routine.
- Develop increased opportunities for children to respond to experiences and express and communicate ideas.

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.