



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119956

DfES Number: 580241

INSPECTION DETAILS

Inspection Date	02/11/2004
Inspector Name	Helen Deegan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	BUCKLES AND BOWS PRE-SCHOOL NURSERY.
Setting Address	HOLY FAMILY SCHOOL ONGAR HILL ADDLESTONE Surrey KT15 1BP

REGISTERED PROVIDER DETAILS

Name	The Committee of Buckles and Bows Pre-School Nursery
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ORGANISATION DETAILS

Name	Buckles and Bows Pre-School Nursery
Address	HOLY FAMILY SCHOOL ONGAR HILL ADDLESTONE SURREY KT15 1BP

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

Buckles and Bows Pre-School Nursery opened in 1977 and moved to its current premises in 1993. It is a committee run pre-school which operates from two rooms within a purpose built portacabin on the Holy Family School campus in Addlestone. It has access to kitchen, toilet and enclosed outdoor play facilities. It is registered to provide sessional care for 24 children aged from 2 to under 5 years.

There are currently 36 children on roll and this includes 23 who are in receipt of nursery education grant funding. The group supports children who have special educational needs and who speak English as an additional language.

Opening hours are 09:00 to 11:45 Monday to Friday and 12:30 to 15:00 Monday to Thursday during term time only.

Six staff work with the children, all of whom have a recognised child care qualification to level three. Ongoing training is accessed via the Early Years Childcare Service (EYCS) and the setting receives support from the Early Learning Advisor.

How good is the Day Care?

Buckles And Bows Pre-School Nursery offers good quality care for children. All staff have a level three child care qualification and attend ongoing training to improve their knowledge. They provide a warm and welcoming environment and organise the space and resources effectively so that children's needs are met. Staff offer a good range of age appropriate toys and equipment so that a stimulating environment is created. Record keeping is well organised and meets the minimum requirements although some lacks the necessary detail.

Most areas of the premises are safe for children, although the area around the trampoline is not sufficiently protected. Staff maintain cleanliness and promote good hygiene routines. Children can independently access fresh drinking water and are offered milk with biscuits or fruit for their snack. Staff have a good awareness of

equal opportunities and promote it via positive reflection of different race, culture, language and ability within the resources, however few religious festivals are celebrated. The Special Educational Needs Coordinator has a clear understanding of her role, and all staff have a good awareness of the child protection procedures.

Staff involve themselves in the children's activities and are responsive to their needs so that children are happy and confident in the group. Staff manage behaviour consistently and effectively using explanation and children generally behave well. Parents receive regular feedback about the provision.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide a wide range of stimulating activities. They talk and play with the children offering support and encouragement so that children are relaxed and confident.
- The Special Educational Needs Coordinator (SENCO) has attended relevant training and has a good understanding of her role.
- Staff provide feedback to parents via the notice board, regular newsletters, verbal feedback, parents' evenings and written reports.

What needs to be improved?

- some aspects of record keeping.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Review current policies and record keeping, with regard to recording dietary needs, the detail in the behaviour management policy and the child protection policy.

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

How effective is the nursery education?

The provision for nursery education at Buckles and Bows Pre-School Nursery is acceptable and of good quality overall which enables children to make generally good progress towards the early learning goals. Children's progress in physical development and communication, language and literacy is very good, and in all other areas of learning it is generally good.

The quality of teaching is generally good. Staff are enthusiastic and work well as a team. They have a good understanding of the stepping stones to the early learning goals and the learning aims of planned activities. They regularly record children's development, but do not always document progress in areas where they are exceeding the yellow and blue stepping stones. The information gained from children's development profiles is not used to identify next steps in children's learning and inform future planning. Staff are responsive to the children, know them well and manage behaviour effectively. They respond appropriately to children's interests and allow them to direct their own play.

Leadership and management are generally good. Management roles are clearly defined and shared between the committee and supervisors. Staff receive an annual appraisal, training needs are identified and they are supported to attend ongoing training. Staff and committee meet regularly to plan ahead, however monitoring has not highlighted weaknesses in the development records.

Partnership with parents is generally good. Parents receive good information about the setting including weekly activity information with details of learning aims and suggestions for extending learning into the home. They are asked to complete an initial assessment of their child's development, but are not invited to share what they know about their child on an ongoing basis. Parents are invited into the pre-school to share any special skills they may have with the children.

What is being done well?

- Staff have a good understanding of the stepping stones to the early learning goals and are clear about the learning aims of planned activities.
- Opportunities for children to mark make and write for a purpose during role play activities are good and staff provide word labelling so that children gain an awareness that print carries meaning.
- Staff provide a secure and friendly setting which builds on children's confidence and self esteem. Good opportunities are provided for children to develop their self help skills and independence.
- Children have good opportunities to develop their physical skills using large and small equipment and staff ask questions to help them gain health and bodily awareness.

What needs to be improved?

- children's development records, with regard to documenting progress in areas where children are exceeding the yellow and blue stepping stones and using the information to inform future planning to ensure that sufficient challenge is provided
- children's awareness of the range and diversity of different cultures and beliefs
- opportunities for children to explore and investigate freely using all their senses
- displays of art work to ensure that children own creations are valued.

What has improved since the last inspection?

Improvement since the last inspection is generally good. At the last inspection the setting was asked to improve staff knowledge of festivals and traditions and to improve the position of the alphabet poster and letter frieze to support children's writing.

Staff now plan activities based on developing children's awareness of other countries, however insufficient emphasis is placed on developing awareness of different cultures, festivals and beliefs.

The alphabet poster and letter frieze is now at child height, however some displays of words such as the months of the year are displayed at ceiling height and do not support children's writing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and motivated to learn. Staff provide a secure and friendly setting which builds on children's self esteem and enables them to enjoy independence such as pouring their own drinks and giving out snacks. Children gain an awareness of different countries via resources which positively reflect diversity, however they have limited opportunities to learn about the beliefs and religions of different people. Children work together cooperatively and can share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently in group situations such as registration time. They recognise their own names and are beginning to write them correctly. Staff provide word labels around the room so that children gain an awareness that print carries meaning and children have good opportunities to mark make and write for a purpose during role play activities. Children link sounds to letters during letter of the week and in their sound books.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently up to ten and beyond. They can name various shapes and use some simple mathematical language during general play activities. Opportunities are sometimes missed to introduce simple calculation such as one more or one less into every day situations such as snack time. Children use developing mathematical concepts such as sorting, matching, pattern making, weighing and capacity at activities such as threading, sand play and fruit printing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children develop their IT skills using the computer and remote control toys and use the telephone imaginatively in the role play area. They find out about the features of living things at activities such as growing plants, the animal babies activity and looking at skeletons and x-rays, however, they have limited opportunities to explore and investigate freely using all of their senses. Children design and make objects using construction play and junk modelling activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely with good control. They have opportunities to climb, balance and jump on the climbing frame and trampoline and can ride the bicycles and scooters correctly. Staff ask questions such as "can you feel your heart beating faster?" so that children gain their health and bodily awareness. Children use small equipment such as scissors, glue sticks and threading counters with increasing confidence.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children play imaginatively in the role play area, dressing up and acting out the role of the fire fighter in line with the current topic. They have good opportunities to access free painting and other materials such as sand and cooked spaghetti. Displays of art work are adult orientated and do not value children's own creations. Children enjoy moving to music and participate enthusiastically when playing the musical instruments.	
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 current practice in recording children's development to ensure that their progress is documented in areas where they are exceeding the yellow and blue stepping stones. Ensure that the information is used to inform future planning and provide sufficient challenge for the children
- ensure that children have sufficient opportunities to gain awareness of the range and diversity of different cultures, festivals and beliefs.

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.