



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106099

DfES Number: 515075

INSPECTION DETAILS

Inspection Date	23/06/2003
Inspector Name	Linda Dawe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christow Pre-School
Setting Address	Christow Primary School Dry Lane Christow Devon EX6 7PH

REGISTERED PROVIDER DETAILS

Name	The Committee of Christow Pre-school Committee 1013748
------	--

ORGANISATION DETAILS

Name	Christow Pre-school Committee
Address	Christow Primary School Dry Lane Christow Devon EX6 7PH

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

Christow Pre-school is a long established provision set in the village of Christow in the Teign Valley. It has recently moved to purpose built premises within the grounds of Christow Primary School with whom the group has strong working links.

The pre-school is managed by a voluntary committee of parents and provides sessional daycare for up to 16 children aged from three to five years of age. There are currently 14 children enrolled. All these children are in receipt of funding, six of whom are three years old and eight are four years old. On one morning a week children aged two-and-a-half may attend, if accompanied by parent or carer. The group supports children who have special educational needs. There are no children attending who have English as an additional language.

The pre-school runs on Monday, Tuesday and Thursday mornings from 9.00 to 11.30 term time only. Children attending come mainly from Christow and surrounding villages although occasionally children attend from further afield. Two permanent staff support the provision, one of whom is a qualified teacher, the other has completed the Introduction to Pre-School Practice. The group receives the support of the Pre-school Learning Alliance, the Foundation Stage Advisory Teacher and the Early Years Development and Childcare Partnership by attending local cluster meetings.

How good is the Day Care?

Christow Pre-school is providing satisfactory sessional day care.

Organisation is generally satisfactory. The group is well resourced and organises the available playspace well to give children ample opportunities for activities. Most policies and procedures are in place with a few needing some development. Staff meet the minimum qualification requirements.

The safety and care of children is satisfactory. Risk assessments are thorough with

staff conscientiously risk assessing outings meaning that children are protected from potential hazards. However some practices need revising and policies updating.

The range and quality of activities provided is good. Children work well together and are given a wide selection of varied activities covering all areas of learning. Children interact well with all adults present and are confident in group situations. Children with special needs are skilfully integrated into the group. Children arrive enthusiastically and eager to learn and their behaviour is generally good.

Partnership with parents is good. Parents are welcomed into the setting and are given clear advice and support on how to help support their children in their learning. Detailed information regarding policies and procedures is available for all parents to access.

What has improved since the last inspection?

At a previous inspection Christow Pre-school was asked to make policies and procedures available to parent and to include a sick children policy. They have compiled an operational plan which includes policies and procedures which is available for parents to freely access.

What is being done well?

- The range and quality of activities offered is good, children have opportunities to undertake activities covering all areas of learning eg creative play, construction toys, music, cookery and they use books well. (Standard 3)
- The room is well laid out into areas of different activities with equipment clearly labelled enabling children to access them easily and make their own choices.(Standard 5)
- Children with special needs are skilfully integrated and well supported by staff (Standard 10)
- Partnership with parents is good, parents feel welcome and involved in their children's learning.(Standard 12)

What needs to be improved?

- the policy and procedures for child protection and lost and uncollected children (Standards 2 & 13)
- procedures for handling food when cooking with children (Standard 7)

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	develop procedures for lost / uncollected children to make them more comprehensive
7	ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements
13	develop child protection policy to include procedures to be followed in the event of an allegation of abuse being made against member of staff / volunteer

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

How effective is the nursery education?

Christow Pre-school offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, creative development and physical development. Their knowledge and understanding of the world is extremely good. Teaching is generally good overall. The key strengths in personal and social development and knowledge and understanding of the world are due to the skilful interactions of the staff and the way they capture the children's interests in the world about them. Children's behaviour is good. Staff's knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities although there are some lost opportunities to extend children's mathematical understanding. Staff help the children to enjoy whole group story time and use and enjoy books but miss opportunities to help them to explore rhythm and rhyme and experiment with letters and writing their names. The group cares for children with special needs and there is an efficient system in place to provide good support. The assessment of children's learning is very good and staff know all children well. However it is not clear in the daily plans how individual children will be supported, or challenged in their activities. The setting has a very good range of equipment to cover all areas of learning. The organisation of resources means they are accessible to children and therefore promote their learning. Leadership and management are generally good with more emphasis needing to be given to supporting the play leader in monitoring the quality of provision. Partnership with parents is very good. A warm welcome is extended and parents are able to become involved with their children's learning. They are provided with helpful information about the provision.

What is being done well?

- Children are confident, enthusiastic and enabled to concentrate for substantial amounts of time at their freely chosen activities.
- Children are polite, well behaved and have warm relationships with sensitive and responsive staff.
- Children's physical development is very well supported and they have access to appropriately challenging climbing and balancing activities.
- Knowledge and understanding of the world is a strength of the setting with children enjoying many extremely worthwhile projects.
- Children enjoy developing their creativity, particularly exploring texture and experimenting with paint techniques and collage.
- A warm welcome is extended to parents and useful information is provided regarding the provision.

What needs to be improved?

- planning, to show how children's individual progression will be supported in their daily activities, particularly with regard to communication language and literacy and mathematics;
- the leadership and management of the setting to provide adequate support to the person in charge with regard to monitoring, evaluating, assessing and improving the quality of provision.

What has improved since the last inspection?

Improvement since the last inspection has been generally good overall. All issues arising from the previous inspection have been thoroughly addressed according to a regularly reviewed action plan, but there is still room for improvement in some areas. Children explore and investigate a variety of materials and enjoy role play but increased emphasis remains to be given to communication language and literacy and mathematics. Planning has improved significantly but remains an area for development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in personal, social and emotional development. They are confident, enthusiastic and enabled to concentrate for substantial amounts of time at their freely chosen activities, such as craft work and construction. Children are polite, well behaved and have warm relationships with sensitive and responsive staff and are able to share and work well in groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children's progress in communication, language and literacy is generally good. They enjoy listening to well selected stories and use books appropriately. The setting is rich in clear labelling and text. Children are effectively enabled to attempt writing for a variety of purposes, such as note taking in role play. There are missed opportunities for the children to explore rhyme and rhythm and limited encouragement to experiment with writing their names or to explore letters whenever they wish.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children make generally good progress in mathematical development. Many resources help develop children's mathematical ideas. Activities, such as collage, are effectively used to enable children to solve the problem of getting a shape to fit a space. Children are encouraged to count objects in meaningful situations daily. They do this enthusiastically and accurately. However, there are limited opportunities for the children to consolidate their mathematical understanding on a daily basis.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children's progress in knowledge and understanding of the world is very good. Children look closely at features of the natural world, such as tadpoles and plants and very effective use is made of appropriate technology. Children investigate why things happen and how things work in a variety of exciting and interesting ways. They have explored floating and sinking and friction. The pre-school explores a variety of cultural festivals and resources support an awareness of cultural diversity.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children's progress in physical development is very good. They have access to appropriately challenging climbing and balancing activities. They use this equipment regularly and show considerable skill in its use. The children use a variety of tools such as glue spreaders and scissors competently and carefully. They are generally careful and controlled in their movements and are encouraged to understand the changes that happen to their bodies when active.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. They enjoy developing their creativity, particularly exploring texture and experimenting with paint techniques and collage. Imaginative role play is enjoyed by the children who have access to well presented dressing up clothes. The children's imagination is effectively stretched by well presented adult led activities such as a pretend undersea adventure.	
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

- ensure that plans show how children's individual progression will be supported in their daily activities, particularly with regard to communication language and literacy and mathematics;
- develop the leadership and management of the setting to provide adequate support to the person in charge with regard to monitoring, evaluating, assessing and improving the quality of provision.

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.