



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219300

DfES Number: 584377

INSPECTION DETAILS

Inspection Date 29/09/2003
Inspector Name Susan Parker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stondon Stompers Preschool
Setting Address Village Hall
Lower Stondon
Bedfordshire
SG16 6LD

REGISTERED PROVIDER DETAILS

Name The Committee of COMMITTEE 1044402

ORGANISATION DETAILS

Name COMMITTEE
Address Stondon Stompers Pre-School
Village Hall
Lower Stondon
Bedfordshire
SG16 6LD

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

Stondon Stompers Pre-school operates from the village hall situated on the perimeters of Lower Stondon and serves the local community in a rural setting.

The group is currently registered for 24 children aged 2-5 years and operates five morning sessions each week, Monday to Friday between the hours of 9:10am until 12:00noon.

The main hall, lobby area, Jubilee room and the kitchen can all be used for activities.

The group is committee managed and is in receipt of government funding for three and four year olds. It is an accredited, affiliated member of the Pre-School Learning Alliance.

How good is the Day Care?

Stondon Stompers Pre-school group provides satisfactory care for children.

The group has recently undergone major staff changes and has a new playleader and committee. They are currently reviewing their plans, policies and procedures and have agreed to evaluate activities in order to assess their effectiveness in aiding children's development. Use of the kitchen and Jubilee Room has been agreed in order to provide a wide range of activities to meet the needs of the children. Further plans to provide a hard standing play area are being discussed.

The staff carry out risk assessments to prevent accidents and they maintain satisfactory records of children's individual needs and requirements.

The range and quality of the activities provided meets the developmental and learning needs of the children. Each activity has a laminated instruction card which outlines the aims for the activity and instructions on verbal support and encouragement. This works very well and is an excellent teaching aid for the staff and volunteers. Children benefit from appropriate adult support and are given time to explore, expand and talk about their chosen activity.

The partnership with parents is effective. Use of a notice board, termly newsletters and a named key worker for their children ensures that information is shared appropriately. Parents and carers are encouraged to take an active role in the education of their children by reading the literature provided, volunteering help with sessions and joining the committee.

What has improved since the last inspection?

At the last inspection, the group agreed to put into place a policy and procedures to ensure children's safety when on outings. This is now in place and meets the requirements.

What is being done well?

- Information is provided for each activity outlining the aims and helpful hints from staff are used by asking open ended questions to the children. This ensures that the children can think and make decisions for themselves, explore and expand their own choice of play activity.
- A consistent approach to behaviour management is in force which is effective and ensures that children gain confidence and develop their self esteem.

What needs to be improved?

- . the organisation of staff ratios and supervision of all children at all times
- . the inclusion of the address of the regulator in the complaints procedure
- . the confidentiality of children's names.
- . the development of procedures and a policy for lost or uncollected children

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 must take the following actions by the date shown

Std	Action	Date
2	ensure that the required adult:child ratios are met at all times	29/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Devise a policy and procedure for lost or uncollected children.
6	Ensure that staff are aware of children leaving the room.
12	Include the address of the regulator on the complaints procedure.
12	Ensure that lists of children's names are kept confidential.

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

How effective is the nursery education?

The children who attend Stondon Stompers are making generally good progress towards the early learning goals. Curriculum planning is effective in providing suitable, age appropriate activities and challenges for the children.

Staff ensure that all areas of learning are integrated into the play situations and that all adults are aware of the overall aim of each activity with regard to the teaching of the children.

The staff work well as a team and have a supportive committee. The playleader and committee are new in post and have limited experience in their roles. They are committed to assessing and appraising their leadership skills and in gaining more experience.

There is an effective partnership with parents. Parents are welcomed into the setting and kept informed about their children's progress through newsletters, a notice board and discussion with their children's key worker or the playleader.

What is being done well?

- .The staff are very skilled in supporting children's imaginative play and encouraging children to ask questions.
- .Relationships within the group are very positive. Staff value the children's ideas and assist in making their learning fun.
- . Information on the desired learning outcome of each activity is detailed on laminated cards, ensuring that both staff and volunteers are aware of the educational value of the activity.

What needs to be improved?

- . the evaluation and assessment of the curriculum plans.

What has improved since the last inspection?

Not known

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. There is effective interaction between staff and children which encourages a safe and secure learning environment. However, some whole group activities do not maintain the interest and concentration of all the children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress. Children are encouraged to explore language, sounds and letters in a fun and exciting way. Staff support and promote conversation. Discussions include past and present experiences of both children and adults.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. The children's understanding of mathematics is supported by suitable play opportunities and activities. Counting, sorting, shapes and positioning was observed to be used spontaneously in their general play activities. However, counting challenges were too infrequent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress. Effective group and individual discussions as to why things happen and how things work promote this area of learning. A limited selection of construction materials was observed. Opportunities are given for children to learn and experience aspects of other cultures, religions and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. The outdoor play area is limited, however, music and movement together with physical activities indoors ensure that the children can explore and develop their large motor skills. The use of a selection of small tools enable the children to develop their fine motor skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. Children are encouraged to use their imagination and to try new experiences. Time is made to enable children to explore and experiment with a selection of different materials.

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

- . the evaluation and assessment of the curriculum plans and activities in order to meet the learning and developmental needs of the children.

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.