



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102820

DfES Number: 523259

INSPECTION DETAILS

Inspection Date 09/12/2003
Inspector Name Margaret Rose Sully

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sir Robert Geffery Pre-School
Setting Address School Road
Landrake
Saltash
Cornwall
PL12 5EA

REGISTERED PROVIDER DETAILS

Name The Committee of Sir Robert Geffery Pre-School

ORGANISATION DETAILS

Name Sir Robert Geffery Pre-School
Address School Road
Landrake
Saltash
Cornwall
PL12 5EA

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

Sir Robert Geffery's Pre-school has been operating for many years and moved into the premises at Sir Robert Geffery's School in 1999. It operates from two rooms within the school in the village of Landrake, approximately six miles from Saltash. The pre-school has use of a reception area and one large room, with kitchen and toilet facilities. There is a separate entrance door to the pre-school area.

The group opens on weekdays in term time from 9.00 to 15.15, except on Tuesdays when the session ends at 11.30.

There are currently 36 children from two and a half to five years on roll. This includes 12 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language, however, there are none attending at present.

One full-time and six part-time members of staff work with the children. The manager and one member of staff have level three qualifications and two members of staff are working towards level two. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Sir Robert Geffery's Pre-school provides satisfactory care for children. The environment is welcoming with children's work on display and staff photographs in the entrance hall. Two members of staff are qualified and two members working towards a qualification. Most required policies and procedures are in place, however, there is no procedure in place in the event of children being lost or uncollected by parents.

Staff take effective steps to ensure children's safety inside and outside the premises. Snacks and drinks are provided although drinking water is not available at all times to the children. Children bring their own food for lunch and this is stored appropriately in the fridge. Staff's knowledge of child protection issues is good and

child protection information is displayed for parents.

A choice of activities is provided for the first part of the session, these include free play and structured activities. After snack time the children have a physical play session either inside or outside, depending on the weather, the group are also able to use the school hall for physical play at certain times. There are limited choices within the session at times, especially for younger children who may not wish to join in the activity provided. Children's behaviour is good, they play well together, are sociable and co-operate well.

The group has good relationships with parents. Information for parents about the pre-school is displayed in the entrance hall, along with photographs of activities. Staff are implementing a half-termly system for parents to come into the pre-school to talk to staff and see children's assessments, ensuring parents are kept up to date on children's progress. Parents are also welcome to come into the pre-school when they collect their children to have a daily discussion with staff, although, at present, there is no key worker system in operation.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure drinking water is accessible to children; to provide a written complaints procedure containing the name, address and telephone number of the regulator; to conduct a risk assessment on the premises; to ensure the outside play area is secure and to obtain written permission from parents to seek emergency medical advice or treatment.

A risk assessment has been carried out and consent for emergency treatment is kept for each child. The outside play area is now enclosed and secure.

There is a complaints procedure, however, this does not contain the telephone number of the regulator. Drinking water is not available at all times to the children.

What is being done well?

- There are regular opportunities for parents to come into the pre-school to talk to staff and see children's assessments.
- The pre-school premises are self contained, there is access to the playground and a patio for outside play.
- A risk assessment is carried out and regularly reviewed ensuring the environment is safe for children.
- Children's behaviour is good, they are sociable and co-operate well together; there are good relationships with staff.
- Staff promote children's personal hygiene and children wash their hands at appropriate times.

What needs to be improved?

- the organization of a key worker system
- the recording of the times of arrival and departure of children and staff
- the ratio of qualified staff
- the procedure for lost and uncollected children
- the organization of activities
- the consistency of an adequate temperature in the main room
- the accessibility of drinking water to children at the session
- the practising of the fire drill to include all staff
- the complaints procedure to include the regulator's telephone number.

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	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.	02/02/2004
2	Ensure there are procedures to be followed in the event of a child being lost or a parent failing to collect a child.	02/02/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Implement a key worker system.
2	Ensure times of arrival and departure of children and staff are kept.
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development

	and based on their individual needs.
4	Ensure that the room is maintained at an adequate and comfortable temperature.
6	Ensure fire procedures are practised by all staff.
8	Ensure drinking water is accessible to children during the session.

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

How effective is the nursery education?

Sir Robert Geffery's Pre-School offers generally good nursery education. Children are making generally good progress to most areas of learning. Children's personal, social and emotional development is very good and children are well behaved and have established good basic skills which impact on all areas of learning. The programme for creative and physical development have some areas which could be improved.

Teaching is generally good. Staff have some very good skills and relate to the children well. Due to the recent change in staff there are still some issues to address to establish the staff as a team. More information, through the planning, needs to be shared with the staff and the manager needs to delegate more tasks to others at the setting. The ongoing training will ultimately benefit the group. The manager is responsible for children's observations and assessment records, which is comprehensive. However, the information gathered is not used effectively to influence the daily planning.

Leadership and management is generally good. The committee are very supportive of the staff and are receptive to any recommendations made. The committee are aware of their lack of experience but are endeavouring to seek information from relevant sources. The new manager is working hard to develop her own organisation and systems which will work in the setting. This would be aided by the group monitoring and to self evaluate what they are doing, and where strengths and weaknesses lie. This should also include evaluating the educational programme and ensuring that the activities and resources provided meet the needs of the children.

The partnership with parents is generally good. Parents are given information on the planned activities through notices and newsletters. They are invited to talk to the manager on any aspect of their child at formal consultation and informally after the sessions. Parents are pleased with their children's progress.

What is being done well?

- Children's personal emotional and social development is excellent. Children are well behaved, polite and are helpful - both in self help skills and with their peer group.
- The programme for communication, language and literacy is strong, children are articulate and have established basic pre-writing and pre-reading skills. At story time the manager is very skilled in bringing books to life and most children are absorbed and involved in the story.
- Parents are generally pleased with the information given to them about their children's progress.

- Stronger links are being forged with the school and more resources are shared, including the school hall, computer suite and farm. This should help children greatly when making the transition from pre school into school life.

What needs to be improved?

- Planning needs to be made useful to the group and include sufficient detail to inform all staff of the planned and back up activities and include all aspects of creative and physical development,
- Assessment information is used effectively to ensure that all children are challenged appropriately.
- Management to develop systems for self appraisal and monitoring of the setting, including staff, resources, activities, success of planning, and evaluation of the children's learning.
- Children are encouraged to access a wide range of materials and resources to be able to design and create their own ideas.
- Staff to use routine activities to reinforce mathematical concepts, such as snack time, sand & water activities, advent calendar.
- Children are encouraged to recognise their written name and to extend their use of mark making skills.

What has improved since the last inspection?

The setting has made generally good progress since the previous inspection. They agreed to develop their system of assessment and establish targets for the children, and to share this with parents. This has been achieved to some degree but as there is no key worker system in the setting the responsibility falls to the manager to carry out all the observation work, set targets and to share this with parents. This is a demanding task for the new manager. A key worker system would greatly enhance the assessment system by sharing the work load amongst the staff. This issued has been raised under the Children Act Inspection.

The setting also agreed to continue to develop good practice by attending further training. Recently there has been a change in staff which has an impact on this point. In the setting there are now two level-three qualified staff and two members of staff who are working towards level two qualifications. The staff have also attended various short course and are keen to use their knowledge and information to develop the good practice in the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children are confident, polite and very well behaved. They are able to care for their own personal hygiene, are helpful when clearing activities away, and will help others in the group to put resources away. Children demonstrated their independence by fetching and putting on aprons for messy play, and then would hang them up again when the activity was completed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They talk well and are able to express themselves, and can explain rules of musical games. Children enjoy story time and have good knowledge of the layout of books. Older Children are able to write their own names independently with most letters formed correctly. More opportunity could be given for children to frequently recognise their names, and resources for mark making could be extended for children to use writing for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Some useful and fun mathematical activities are provided for children. They are able to use mathematical language and have a good understanding of numbers. However more use could be made of routine and practical activities, such as snack, sand & water play, for children to practise calculation and other skills they have learnt.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress is generally good in this area. They have benefited from sharing some of the school resources, such as the computer suite and the school farm, to extend their understanding of the world and local environment. Children are involved in various festivals and have recently collected gifts for 'Love in a Box' where presents are sent to children in other countries. The programme could be improved by children being able to access a wider variety of materials to design and make.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Physical development has some areas of weakness. Children are provided with opportunity to use the outdoor play area regularly and activities are adapted when the weather prevents this. However there is limited emphasis on ensuring children are learning and developing skills when playing. There is limited evidence that large climbing equipment is used regularly. The importance of promoting good health and the effects of energetic activity does not appear in the planning.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are some weaknesses in the programme for creative development. Children are regularly involved in using music during the sessions, but this relies mainly on using their voices and tape recorder. Craft activities are planned and provided, but limited emphasis is given to children being able to freely access a wide range of materials to explore texture, shape, and to design and create their own 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

- make the planning useful to the setting and sufficiently detailed to ensure the consistent, smooth running of the group. Include relevant information to inform the staff of sufficient activities, resources and the specific learning intentions of each area of learning, especially in physical and creative development. Ensure the planning includes back up activities which are sufficiently flexible to meet the needs of all children
- use the information gathered from the ongoing assessments to influence the short term planning to ensure that all children are challenged appropriately, especially the four year olds, and that the learning intentions are clearly identified for groups or individual children and are shared with the staff
- develop a system to monitor and evaluate the setting, staff and planning to help assess the success of the programme and activities offered.

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.