



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 115244

DfES Number: 516898

INSPECTION DETAILS

Inspection Date	23/05/2003
Inspector Name	Deborah Jane Starr

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Church Lane Pre-School
Setting Address	Holy Trinity Church Hall Church Lane Nailsea North Somerset BS48 4NG

REGISTERED PROVIDER DETAILS

Name	Mrs Ruth Sheffield
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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

Church Lane Pre-School is a well-established group which offers sessional care for up to 24 children at the Trinity Church Hall in Nailsea, North Somerset. All children are welcomed from the local community and they are accepted from the term of their third birthday until they leave for school. Currently the group receives funding for nine four-year-olds and 21 three-year-olds.

The group operates each weekday morning between 9.15 am and 12.00 noon, during term times; also there is a "pre-school plus" session on Wednesday afternoons between 1.00 pm and 3.30 pm during the spring and summer terms, for children who will start school in September.

Church Lane Pre-School is owned and led by a team of two people who have appropriate qualifications and experience. Staff levels are maintained through the employment of five additional childcare staff, one of whom is qualified and three others are in process of studying for qualification.

The group has experience of working with children with special educational needs and with children for whom English is an additional language. The group receives teacher support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Church Lane Pre-School provides satisfactory care for the children. The group is well organised, with high adult: child ratios and a range of resources attractively set out in an environment that is well planned for children's play and development.

The group has a careful approach to ensuring children are safe and well cared for, and has clear and thorough policies and documents which are signed by all staff and available for parents. Policies are not fully up to date.

Children take part in a broad range of activities which are well planned and evaluated. Adult involvement is sensitive and includes regular children's progress

assessments which inform further planning. Opportunities are not always taken to keep all children actively involved. The group identifies and responds well to the special needs of individual children, and works in close partnership with other agencies where appropriate.

The group works well with parents, keeping them informed and involved in activities and keeping them up to date with their children's progress.

What has improved since the last inspection?

The last inspection identified action needed to ensure electric sockets are safe, and that appropriate staff recruitment records are available. These actions have now been fully met.

What is being done well?

- The group has a thorough approach to policies, planning, evaluation, and assessment of children's progress. (Standard 2)
- Provision for children with special needs is good. The group is very responsive to the particular needs of individual children, and works effectively with the Springboard Opportunity Group and other support organisations as appropriate. (Standard 10)
- Partnership with parents works well (Standard 12)

What needs to be improved?

- information in policies about current staffing (Standard 2)
- active involvement of all children in planned group activities (Standard 3)

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	Ensure policies are up-to-date with particular reference to staffing
3	Ensure children are all positively involved in planned activities

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The teaching of children is generally good. Staff have a clear understanding of the early learning goals and how children learn. They plan and provide a wide variety of activities which are interesting and help children progress. Opportunities to extend more able children in free play activities are sometimes missed. Support for children with SEN is very good, staff work closely with parents and other agencies.

The leadership and management of the group is very good. There is a well qualified and dedicated staff team, whose commitment to continuing improvement is evident. They have met the key issue from the previous inspection, are supported by strong management and work well as a team.

The partnership with parent is very good. Parents give strong support to the group and their child's learning. Staff are available to parents and provide clear and comprehensive information on all aspects of the group.

What is being done well?

- Children are making very good progress in personal, social and emotional development. They are confident, interested and relate well to each other and staff. Children's behaviour is very good.
- A very good range of physical activities and clear teaching ensure that children's progress in physical development is very good.
- Staff provide clear information on all aspects of the group and value parents involvement in their children's learning.
- The staff are motivated and committed to continued improvement by attending on-going training to support children's learning.

What needs to be improved?

- Opportunities for children to use comparison in everyday activities
- Opportunities for children to plan and create their own ideas in 3 dimensional form and the extension of mathematical language of more complex shapes
- Increase opportunities for children to explore and use musical instruments in free play sessions

What has improved since the last inspection?

Planning now includes a wide variety of activities which enable children to explore and investigate the natural world using a wide range of equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their personal social and emotional development. They are learning to share, take turns and show concern for others, clearly demonstrated at snack time and during physical play. Children's behaviour is very good and staff set clear expectations for children. They are learning independence in their self care and have a good awareness of the local community around them. They have enjoyed visits to local farms and from local people.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication language and literacy. Most children can recognise their first and second names and some can write them clearly. All children understand that print has meaning, enjoy books and use them confidently. Children use books for reference and are introduced to new words through planned activities. Children have many opportunities to attempt writing for a variety of purposes

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematics. Children are able to recognise numbers up to ten and can count beyond. Staff provide many opportunities for children to use addition and mathematical language and to develop their prediction skills but opportunities for comparison in everyday activities are limited. Children's shape recognition is developing well and they are able to copy simple patterns and sequences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. Children investigate and explore why things happen through well planned activities. They make good use of craft and construction activities using a variety of materials, opportunities for free design are limited. Children talk confidently about events and have an awareness of past and present. Topic work introduces the children to different cultures and increases their awareness of the world around them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their physical development. They move confidently in music and movement and on large equipment. They have a good awareness of themselves in relation to the space they are in as demonstrated when singing action songs and using a parachute. Children are developing a wide range of skills to enable them to use tools effectively.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. They use a variety of materials to explore colour and images. Children learn a wide variety of songs and older children are able to sing to the group on their own. Children use their imaginations in a variety of role play areas and during free and adult led construction sessions. There are limited opportunities for children to plan and design 3D projects and to explore sound using musical instruments in free play activities.	

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

- Extend opportunities for children to use comparison in everyday activities
- Increase opportunities for children to plan, design and create their own ideas in 3 dimensional form and extend their mathematical language to include the words for more complex shapes.
- Increase opportunities for children to explore sound and use musical instruments in free play activities.

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.