



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253604

DfES Number: 530171

INSPECTION DETAILS

Inspection Date	12/01/2004
Inspector Name	Katherine Powell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rauceby Pre-School
Setting Address	The Village Hall Main Street South Rauceby Lincolnshire NG34 8QQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Rauceby Pre-School Committee
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ORGANISATION DETAILS

Name	Rauceby Pre-School Committee
Address	c/o The Village Hall Main Street South Rauceby

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

Rauceby Pre-school is a committee run provision which has been operating from the village hall since 1988. The group have the use of the foyer, main hall, kitchen, toilets, ante-room and storage areas. There is an enclosed area adjacent to the building for outdoor play. Children attend from the rural village of South Rauceby and surrounding areas.

There are currently 38 children on roll. This includes 22 children who are in receipt of nursery education funding for three and four-year-olds. There are children attending who have been identified with special needs and all children speak English as their first language. The provision receives support from advisors at Lincolnshire Early Years Development and Childcare Partnership.

The pre-school is open each week-day during term-time from 09:15 until 12:15.

The pre-school employs ten members of staff on both a full and part-time basis. Of these, four have completed childcare qualifications and three staff are currently undertaking further training.

The pre-school is a registered charity.

How good is the Day Care?

Rauceby Pre-school provides good quality care for children aged from two to five years.

Children are cared for in a calm, happy and harmonious environment. There is an effective keyworker system and staff work well as a team. They are well deployed and have a consistent approach to their work. This is achieved by regular staff and committee meetings, staff appraisal and good opportunities for further training and development. A comprehensive range of policies and procedures are in place, however, some lack sufficient detail. Generally, positive steps have been taken to minimise risks within the setting, although procedures to ensure that appropriate

safety equipment is in place need improving. Good hygiene routines are maintained to prevent the spread of infection.

Staff provide a stimulating range and balance of activities which support all areas of learning and build on children's previous skills. Staff have formed effective relationships with the children and acknowledge and respect their differing needs. Children with special needs are fully included in all activities. They make good use of space and resources are well organised to promote children's independence. Sessions are well planned and children are able to access a wide range of practical activities. However, there are few display areas around the setting so children have limited opportunities to see their own work displayed or to see a rich variety of print, such as simple words, numbers and letters, to support their learning. Standards of behaviour are very good due to high levels of supervision by staff and effective strategies used to manage children's behaviour.

There is a very good partnership with parents. Parents receive detailed information about the curriculum and are actively encouraged to be involved in the children's learning. Staff ensure that parents are kept fully informed about the provision and the progress their child is making.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have developed very good procedures for sharing information with parents. Useful information is included in the prospectus and displayed throughout the setting. Staff share information verbally about children's progress on a daily basis.
- Staff work well as a team and provide high levels of support for children during activities. They plan a broad and balanced range of activities to promote children's learning in all areas.
- Standards of behaviour are very good. Children respond well to the high expectations of staff.
- Staff are good role models and create a calm and harmonious atmosphere. They provide good support for children with special needs.
- Staff make good use of the available space and activities are organised effectively. Consequently, children are able to move freely between different play areas and have regular opportunities to engage in outdoor physical activities.

What needs to be improved?

- documentation, with regard to procedures to be followed in the event of a child being lost and the safe conduct of outings

- procedures for carrying out daily safety checks of the premises
- the learning environment to support children's mathematical and literacy skills.

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
3	Improve the learning environment for children by developing stimulating display areas which include a wide variety of print, such as name labels, numbers and letters, to support children's mathematical and literacy skills.
6	Ensure that electrical sockets in areas accessible to children are made safe.
14	Develop written procedures for the safe conduct of outings and procedures to be followed in the event of a child being lost.

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

How effective is the nursery education?

Rauceby Pre-School offers good quality nursery education where children are interested and motivated to learn. Within the welcoming and secure learning environment the children are making generally good progress towards the early learning goals. Children are confident and enjoy learning through a range of interesting activities.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage curriculum and provide activities to cover the six areas of learning. Staff provide good opportunities for the children to engage in outdoor physical activities. However, the planning of indoor activities which enable children to develop whole body movements is limited. Staff know individual children well and regularly assess their progress. Children are encouraged to express their ideas verbally although there are limited opportunities for children to see their name and other print displayed in the setting or engage in writing activities during role play. Very good standards of behaviour are maintained and children form effective relationships with each other and staff. There are appropriate systems in place to support children with special educational needs.

Leadership and management is generally good. The pre-school manager is supportive of the staff and all are committed to continual improvement. Staff are actively encouraged to develop their knowledge and skills through further training. Regular meetings are held where staff can contribute to the planning and reviews of the provision.

Partnership with parents is very good. Key workers regularly talk to and share information with parents about their child's progress. Parents receive useful written information about the pre-school and the curriculum and are encouraged to be involved in the children's learning.

What is being done well?

- Staff work well as a team and provide a broad range of activities which engage children's interest and help them to make progress.
- The planning of the educational programme effectively promotes learning in all six areas. The main focus for children's learning is identified, staff are aware of their roles and children's assessments are used to inform future planning.
- A very good partnership with parents and carers is fostered through effective verbal and written communication. Parents are actively encouraged to be involved in their children's learning.
- Staff have developed good relationships with the children and foster their growing confidence and self-esteem very well.

- Management of children's behaviour is very good. Children respond well to the calm atmosphere, consistent routines and high expectations.

What needs to be improved?

- opportunities for children to engage in writing activities during role play
- children's access to a range of print displayed around the setting and to read their own names
- challenge for children to further develop their whole body movements such as climbing and balancing skills during planned indoor activities.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, interested and motivated to learn. They form good relationships with staff and show consideration for others. Children behave well and take turns and co-operate with each other during their play. Children work well both independently and in group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff engage children in conversation and their thoughts and ideas are valued. However, there are limited opportunities for reading within the setting. Children are developing good pencil control and are able to write their names, however, they have limited opportunities to practice writing for different purposes during role play activities. They are developing an interest in books and stories and a stimulating reading area is provided.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count in sequence to ten and sometimes beyond through songs and activities. Staff make good use of practical activities and daily routines to introduce mathematical language. Children recognise and name familiar shapes and compare the size of objects. Many of the activities offered, promote opportunities to compare, sort, match and talk about size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. They have the opportunity to explore the natural environment and describe materials using their senses. Children are developing their understanding of the uses of technology and use the computer to support their learning. Children can re-call and talk about past and present events in their own lives. Through topic work and visitors to the group children are gaining an awareness of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children regularly engage in outdoor activities to develop their whole body movements and use the large apparatus with confidence, however, the planning to provide opportunities to develop these physical skills indoors is limited. Children's small hand skills are developed through use of a wide range of tools and equipment, with the more able children being able to cut carefully with scissors. They learn about the importance of hygiene and being healthy through topic work and daily routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Opportunities are provided for children to play a range of musical instruments and explore different sounds. They have learnt a variety of familiar songs and action rhymes. They draw on first hand experiences and use their imagination when engaging in role play activities. Children express their ideas freely and use a variety of media to explore colour, shape and texture.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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 practice writing for different purposes during role play activities
- develop the range of print around the room to support children's learning and provide more opportunities for children to read their name
- increase opportunities for children to develop whole body movements, such as climbing and balancing skills, during planned indoor 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.