



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113391

DfES Number: 510322

INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Anne Gunston

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Browns Lane Pre-School
Setting Address	Browns Lane Pre-School The Guide Hall, Browns Lane Storrington West Sussex RH20 4LQ

REGISTERED PROVIDER DETAILS

Name	Mrs Maria Meldrum
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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

Browns Lane Pre-School is privately owned and managed; it opened originally approximately 24 years ago and has been operated by its current owner since 1996. The pre-school is situated in the Guide Hall in Browns Lane, close to the centre of Storrington, West Sussex. Children attend from Storrington and the surrounding villages and hamlets.

There are currently 62 children aged from 2 to 5 years on roll. This includes 22 funded 3-year-olds and 18 funded 4-year-olds. The setting currently supports children with special needs and has arrangements in place to care for children who may have English as an additional language.

Sessional care is provided from Monday to Friday during term time; sessions are from 09:15 until 12:00. Additional afternoon sessions operate on Tuesday, Wednesday and Friday from 12:30 until 15:00. A playscheme is provided on four days during the summer holiday period for children who attend pre-school.

Eleven staff are employed to work with the children; most work on a part-time basis. Six of the staff team hold child care qualifications to level three; two additional staff members are working towards a suitable qualification. Other staff have attended training courses relevant to their role. The pre-school works closely with local schools and receives support from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Browns Lane Pre-School provide a satisfactory standard of care for children. The owner has effective procedures in place to ensure suitable, well qualified staff are employed to work with the children. There is more than adequate space which is used appropriately to provide children with access to all necessary facilities. A warm welcoming environment is provided for children and parents. There is a good range of bright, stimulating equipment available to support the children in their learning and play.

The staff team take collective responsibility for children's safety and work well together. Children are kept safe at all times, although this is reliant on staff's vigilance as a formal review of risks is not undertaken. Staff teach children good hygiene practice and have procedures in place to deal with accidents on the premises, however, arrangements for administering medication are inadequate. Staff have an understanding of child protection procedures, however these are not confidently and consistently implemented. Children's dietary needs are met in accordance with parents' wishes.

Children are interested and involved in a broad range of well planned activities which help them make progress in all areas of learning. Staff have a good understanding of equal opportunities and ensure that all children have equal access to activities and available resources. Children with special needs are fully involved in all aspects of pre-school. Staff show consistency in dealing with children's behaviour.

Good relationships exist between parents and pre-school staff. Most policies and procedures required for the operation of the pre-school are in place and shared with parents.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure written records were kept of all medicines administered to children and share these with parents. They were also asked to obtain parents' written consent before any medication was given.

A record is maintained of medication children require when at pre-school; this is shared with the parent and a signature is obtained. However written consent is not obtained; arrangements for seeking emergency medical treatment and administering medication do not meet requirements.

What is being done well?

- Staff get to know each child well and ensure that their interaction with children is always positive and encouraging. Children are very familiar with pre-school routines; they quickly settle to activities and are secure.
- Staff greet children and parents by name on arrival. They display children's artwork at their own height so they can recognise and be proud of their achievements. Children are constantly supervised yet have good space on the premises and in the secure garden to move round freely and safely.
- The staff provide a calm, relaxed atmosphere where children are very well behaved and are able to sit and concentrate for extended periods of time. Unwanted behaviour is discussed individually with children to find out any problems and deal with issues quickly, quietly and without fuss.

What needs to be improved?

- procedures to be implemented should a child be lost from the pre-school

- completion of regular risk assessments
- staff's knowledge of child protection procedures with regard to recording of existing injuries and working openly with parents
- procedures for administering medication and seeking emergency medical treatment
- policies available to parents with regard to protecting children from illness and infection.

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
7	Request written permission from parents for seeking emergency medical advice or treatment.	14/09/2004
7	Revise and implement a full policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it.	14/09/2004
7	Obtain written permission from parents before administering medication to children.	14/09/2004

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

Std	Recommendation
2	Develop procedures to be implemented should a child be lost.
6	Introduce risk assessment documentation, which is reviewed regularly and identifies action to be taken to minimise identified hazards.
13	Develop knowledge and understanding of child protection issues and related recording.

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

How effective is the nursery education?

Browns Lane Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in physical and mathematical development.

The quality of teaching is generally good. Staff have a clear understanding of how children learn and plan a broad curriculum. All staff praise and encourage children they give time to complete chosen tasks, this increases children's confidence and self-esteem. Good support is given to children with special needs or who have English as an additional language. Staff are effective in supporting less confident children and also challenge more able children. Organisation of resources and use of staff time does not make the most of learning opportunities in some areas. Assessments of individual children and plans do not show how gaps in learning will be addressed.

Leadership and management is generally good. There are systems in place for monitoring staff's performance. Staff are encouraged and supported in training. They work well as a team; there is good communication between all involved with the children. Staff feel able to affect all aspects of pre-school practice; the owner seeks and values their opinions. She constantly reviews the operation of the pre-school and is committed to the continuing improvement in care. The educational provision for younger children is given less significance than that for older children.

The partnership with parents and carers is generally good. Parents receive good quality documentation which includes guidance on the foundation stage of learning. Their involvement in pre-school is welcomed; those who choose can take part in a parent rota. The pre-school is appreciative of parents who have formed a fund-raising committee to purchase educational equipment. Parents are able to view their child's records at any time but given limited suggestions as to how activities can be extended at home.

What is being done well?

- Staff consistently help children to become outgoing, self-assured speakers. They have a good routine in place whereby children take responsibility for pre-school bears and are asked to continue this task at home. The child is then encouraged to recall what the bears did at his home and tell everyone present. This enables the child to realise that his contribution to the pre-school is valuable and builds good links between the pre-school and home.
- Staff make good use of the secure outdoor area for planned activities and free play. Children really enjoy their time in the garden; staff enable them to gain good negotiation skills as they decide who is next to use favourite bikes and scooters. They make use of a timer to ensure that children know they are

being treated fairly and will all get a turn.

- The owner and staff really value the contribution of parents who give freely of their time on a regular basis to organise and man sales of donated children's videos to provide additional equipment for the benefit of all children.
- Children's progress in mathematics is developing well. Staff use all opportunities throughout the session to extend children's use of number language, for example, children are encouraged to count themselves in and out to outdoor play. They also discuss the date each day; some children know that 11th July is made up of one and one and then go on to reason that the 12th July is made up of one and two.

What needs to be improved?

- the availability of resources to increase the range offered to all children
- younger children's use of books
- children's independence, particularly in creative activities and self-help in dressing and at snack time
- the use of assessment to ensure these show what needs to be done next and are used to inform short term planning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The key issues identified at that time related to the need to continue to develop planning to ensure that all the desirable learning outcomes (now early learning goals) remain planned for, and that plans clearly show what the children should learn from activities offered. In addition, the pre-school were asked to extend assessments to include all the learning outcomes and any information or comments made by parents with regard to the child's learning at home.

The owner's action plan was to set up a chart for each child showing general activities and targets to be achieved on a weekly basis, and how these linked to the learning outcomes. The documentation is in place to ensure all children are encouraged to fully participate in activities. Additional records are kept by key staff working with children to monitor each child's progress towards the early learning goals. Parents' comments to individual staff are listened to attentively but plans of activities do not show how this information is used in relation to the child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have a very positive attitude towards learning. They show interest in prepared activities and persistence in achieving their aim. They are confident children, who form good relationships with other children and adults. Children are showing consideration for others; they are prepared to take turns, share and are able to work co-operatively together. All children's independence is not fully promoted, they are not always encouraged to change clothing or serve themselves at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is well developed; they speak clearly and confidently. They are able to express their feelings and describe their experiences. Children are willing to write, many write their own names clearly, staff spend time teaching good letter formation and pencil control. Children can recognise familiar words; they enjoy listening to stories and poems, often joining in and predicting the outcome. Younger children show little interest in reading or exploring books independently.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children take part in a broad range of practical activities to promote their mathematical development. They learn how to use numbers; they can count accurately up to 10 and recognise numerals in the pre-school environment. They use language to describe quantity, size and position. Many activities are planned to teach children about addition and subtraction. Children are able to differentiate shapes; they use shapes appropriately for tasks and show interest in construction of differing shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are confident in discussing past and present events in their lives and those of people important to them. They gain an increasing understanding of the local community and wider world. Staff provide activities that encourage children to use their senses, develop construction techniques and use simple equipment. Younger children do not fully develop skills in use of a broad range of information technology as resources such as computer and sound system may be used by older children only.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a good sense of space; they move confidently during physical activities and show awareness of others around them. They learn about the importance of keeping healthy and show a well developed understanding of good hygiene and healthy eating practice. Children are able to use a broad range of small and large equipment with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy participating in singing and regularly take part in music and movement. They are able to respond with their senses to experiences, for example during play in sand or investigating tree stumps in outdoor play. Children use their imagination well during role play and in discussions with others. Children's ability to express themselves creatively in art and design or with musical instruments is limited as craft activities are adult-led and musical instruments used once each week.

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

- evaluate and improve the organisation of resources and use of staff to make the most of all learning opportunities
- review assessments completed on individual children to make sure they indicate the next steps for learning and are used to inform planning of future 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.