



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509040

DfES Number: 514474

INSPECTION DETAILS

Inspection Date 02/03/2004
Inspector Name Christine Slaney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Shaldon Pre-School - Lunch Club
Setting Address Victoria Hall
Bridge Road
Shaldon
Devon
TQ14 0DD

REGISTERED PROVIDER DETAILS

Name The Committee of Shaldon Pre-school Committee

ORGANISATION DETAILS

Name Shaldon Pre-school Committee
Address Victoria Hall
Bridge Street
Shaldon
Devon
TQ14 0DD

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

Shaldon Pre-school is run by a committee of parents. It is housed in a community hall in the small seaside village of Shaldon in Devon. Children have sole use of the areas during sessions.

The pre-school is registered to provide 20 places for children aged between three years and under five years. It opens for four days a week during term time, from 09.15 until 15:00 including a supervised lunch club for children who bring a packed lunch. At present there are 32 children on roll, including 32 funded three and four-year-olds. The pre-school serves the local area and some outlying districts which have a mixed economy. All of the children speak English as their first language. The pre-school supports children with identified special educational needs.

There are six regular members of staff who work with the children including three who work full time, ensuring a ratio of one adult to five children. The manager, deputy and four-year-old curriculum manager all have relevant early years childcare and education qualifications. One staff member is working towards an early years qualification in childcare and other members are unqualified.

The pre school is developing links with the Early Years Advisor Teacher.

How good is the Day Care?

Shaldon Pre-school provides good care for children. The premises provide suitable space although toilet facilities are limited. Staff work very hard to make the children and parents feel welcome for example there is a helpful display board and children's work is attractively exhibited. The organisation of care is good. Most staff have completed relevant training and there are comprehensive policies and procedures in place. Staff are interested in children, they listen and support them. This results in children who work well together and respond well to adults who are friendly and interact appropriately. Planning is completed as a team and this results in a good

range of activities, toys and equipment which are age appropriate and provide challenges to develop personal, social, emotional, and intellectual development.

The pre-school actively promotes safety and has taken good steps to ensure children are safe. For example, there is an effective system to alert staff of visitors who enter the premises. Practical steps are taken to prevent the spread of infection and promote personal hygiene. For example, children spontaneously wash their hands before snack time. There is a useful system to record accidents although this does not provide for confidentiality for all children. There are suitable arrangements for the provision of drinks and snacks. Registration forms clearly record allergies. There is appropriate understanding of special needs, equal opportunities and child protection. Behaviour is good during free play/child initiated play and more structured /focussed sessions in large groups, for example, circle time and small group board games.

The pre-school shares all necessary policies and information about the setting with parents and time is used at the end of the day to discuss the children's progress. This results in good relationships with parents.

What has improved since the last inspection?

Taken overall good progress has been made since the last inspection. 50% of staff are now qualified and one staff member is due to complete NVQ level 3 in child care and education soon. This results in a good range of activities, which are age appropriate and effective policies and procedures which work in practice. The child protection and complaints procedures now include Ofsted contact details. This now results in parents who are fully aware of the procedures.

What is being done well?

- There is an exceptionally thorough operational plan to which all staff contribute.
- Planning is completed as a team. This results in a good range of activities which are effectively linked to early learning goals.
- Staff use good strategies to ensure good behaviour. For example, all staff are good role models in that they treat children with respect. This results in children who behave very well during free play/structured activities and who are familiar with expected behaviour and routines.
- There is a helpful welcome pack which includes all relevant policies and procedures. These are made available to parents. The pre-school works hard to include parents, for example, in musical workshops

What needs to be improved?

- toilet facilities so that they are sufficient for the numbers of children attending.
- the confidentiality of individual children's details for example accident records

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
4	Ensure that the toilet areas are maintained and adequate for use by the children and staff
7	Ensure the confidentiality of individual children's records

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

How effective is the nursery education?

Shaldon Pre-school offers generally good quality nursery education where children experience many valuable activities. Children are making very good progress towards the early learning goals in personal social emotional development, knowledge and understanding of the world and physical development. They make effective progress towards the early learning goals in all other areas.

Overall the quality of teaching is generally good. Staff have a suitable awareness of the Foundation Stage of learning, although some staff members are unsure of how activities can link. On the whole practical situations are used well to promote learning. The setting supports children with special needs appropriately and works with local supporting agencies. Staff have very high expectations of children's behaviour. There is a well-organised approach to assessment with several assessment systems in place.

The leadership and management of the setting are generally good. Staff meet regularly to ensure a commitment to quality and improvement. This results in effective evaluation of sessions. Overall there are developing systems in place for monitoring and reviewing nursery practices, such as regular staff meetings and self-appraisals although some staff are less clear about their own strengths and weakness.

The partnership with parents is very good. There are suitable systems for communicating with parents and these work well in practice; for example, newsletters and useful information on activities. Staff share day-to-day developments with parents at the end of each session. Parents are provided with a welcome pack and useful curriculum information.

What is being done well?

- Overall the quality of teaching is generally good as a result children are able to make effective progress in all six areas of learning and very good progress in three areas. Staff hold relevant qualifications and are involved in planning. Overall practical routines are used to good effect. This results in a good balance of focused and free play activities with a good deployment of staff in each area.
- Staff have very high expectations of children's behaviour and children are well behaved in both free play/child initiated play and more focused sessions.
- Children are very interested and explore with confidence a variety of plastic and natural materials, which are interesting and relate to current theme. As a result there are some good representations of observational paintings of a flower.

- The pre-school works hard to include parents in their children's progress, for example, including them in musical workshops. There is a helpful welcome pack which includes all relevant policies and procedures which are made available to parents on admission.

What needs to be improved?

- staff knowledge of early learning goals and how to promote them through meaningful and routine activities;
- assessment of the strengths and weakness of the group in relation to provision to enable children to make progress towards all early learning goals.

What has improved since the last inspection?

Taken over all good progress made since the last inspection. There are now more opportunities for children to use their imagination. This results in children who spontaneously use the hospital corner during free play/child initiated play and who chat freely to each other using a suitable range of equipment for example telephones. Children have very good opportunities to investigate for themselves why things happen and how things work through planned and unplanned opportunities, for example, what happens to snow when you bring it indoors and looking at bulbs with their roots attached. There are now suitable opportunities for children to be freely creative during craft activities although some staff are less clear of the learning outcomes for children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come into pre-school confidently. They are developing good relationships and co-operate effectively with each other taking turns and waiting patiently at board games. Behaviour is very good. Children play well both independently and in groups. They are familiar with expected routines and staff are very good role models. For example, children spontaneously sit on the carpet when clapping from adults indicates circle time. Children are also developing good independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing appropriate listening skills. They answer their names at registration and some children use language well in their role-play; for example, chatting together on the telephone. Letter activities are used well and match the children's interest. Children know how to use books. However, meaningful situations like snack time are not always used effectively to develop reading. Children enjoy story time and are keen to ask questions. They are making good attempts at writing

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Overall practical routines are used well. Registration encourages children to count resulting in some children who can count to 19 and some younger children who can count to four. However, meaningful situations like team games are not always used effectively to re-enforce their mathematical understanding. Children accurately match puppies on a board game with size and colour, appropriately using language such as big, medium and small.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very interested and confidently explore a variety of plastic and natural materials, which are interesting and relate to current theme. There are some good representations of observational paintings of a flower. Children show an interest in ICT. They use this in meaningful ways, for example, keyboard and telephones in hospital corner. Unplanned opportunities are used well and children are excited about the arrival of snow at the pre-school.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently showing good co-ordination and control, for example, on balance beams. They are able to show they can form a circle well and find a space to catch a large ball safely and with some success. Their small muscles are developing well. For example, they use glue sticks successfully to create a sheep which relates well to the planned theme of spring.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children talk about colour shape and form. They explore texture and smells independently, for example, when they examine a daffodil with roots. Good emphasis is given to craft and creative activities. However, some staff are not familiar with the potential learning outcomes. Children are familiar with a suitable range of nursery songs and they use their imagination well in their own role-play.

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

- increase staff knowledge and understanding of the early learning goals and how to promote children's learning through meaningful and routine playgroup activities.
- Develop and introduce a system for monitoring the education provision to ensure activities are provide which allow children to make progress towards all early learning goals.

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.