



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 317511

DfES Number: 596818

INSPECTION DETAILS

Inspection Date 10/12/2004
Inspector Name Stephen Andrew Blake

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fellview Pre-School Nursery Group
Setting Address The Portakabin
Fellview Primary School
Caldbeck
Wigton
CA7 8HF

REGISTERED PROVIDER DETAILS

Name The Committee of Fellview Pre-School Nursery Group

ORGANISATION DETAILS

Name Fellview Pre-School Nursery Group
Address Fellview Primary School
Caldbeck
Wigton
CA7 8HF

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

Fellview Pre-School Nursery Group was established in January 1998. The Group occupy a port-a-cabin within the grounds of Fellview Primary School in the village of Caldbeck approximately 12 miles from Carlisle. The playgroup serves the immediate and extended rural areas.

Fellview Pre-School Nursery is registered to provide Sessional Day Care to a maximum of 16 children aged 2 - 5 years. The Pre-School operate between 09:00 - 11:30 each weekday during term time only.

Fellview Pre-School Nursery provides Foundation Stage education to Nursery Grant funded children. At present there are 10 children on the roll, all of whom are funded 3 and 4 year olds. There are no children with identified special needs and there are no children for whom English is an additional language.

Children have access to the main Pre-School room and toilets, the main school hall and a secure, all weather outdoor play area.

Fellview Pre-School Nursery is managed by a committee and employs 2 full-time staff. Staff hold appropriate child care qualifications.

Fellview Pre-School Nursery is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Fellview Pre-School Nursery Group is a good nursery. Staff are well organised, appropriately qualified and have a clear understanding of their roles and responsibilities. They organise the available space well so that children have access to a range of resources and can rest appropriately. They plan an environment that is welcoming and conducive to early learning for example, when playing background music. Staff meet regularly to ensure effective communication. Documentation is well organised so that children's needs are clearly recorded.

Attention to safety is good. Policies and procedures are generally well written to ensure children's safety within the registered premises and when engaged on outings. Staff do not record their risk assessments of the premises. Some entries in the accident book did not include the date or time of the accident. Staff implement appropriate health and hygiene practices and have a good understanding of child protection procedures.

Staff provide Nursery Grant funded children with a good range of activities and accessible resources. They have a good understanding of the Foundation Stage curriculum and the early learning goals. Plans are clear and well written. Staff have a good awareness of equal opportunities and special needs. They have a very good relationship with children and know them well.

The partnership with parents is good. Parents feel informed about their child within the setting and communicate with staff informally before and after sessions. Parents receive regular newsletters, attend open sessions and have access to policies and procedures. Parents complete Zak's (a teddy bear) diary when visiting children's homes. Staff undertake home visits to children and their parents prior to the child's commencement at nursery. Parents participate in the management committee and are confident in the ability of staff to provide care in accordance with their wishes and the child's individual needs.

What has improved since the last inspection?

Since the last inspection, Fellview Pre-School Nursery Group has removed drawing pins from an accessible draw. This ensures that hazards to children on the premises are minimised. The nursery has also established a system to ensure that registers are maintained for a period of 2 years from the date of the last entry.

What is being done well?

- The partnership with parents. Parents participate on the management committee and have access to written information about the setting. Staff undertake home visits. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.
- Organisation within the provision is good. Staff are clear about their roles and responsibilities and space and resources are well organised to maximise children's choice and learning opportunities. Staff compliment each other well.
- Relationships between staff and children are good. Staff take time to listen to and value children's contributions. This promotes children's confidence and self esteem.
- The environment is warm and welcoming for children and their parents and this enables children to settle quickly into their surroundings.

What needs to be improved?

- the system for ensuring the date and time of all accidents is recorded in the accident book and the written emergency consent procedure contains information about the Regulator
- the system for recording risk assessments conducted on the premises
- the child protection statement to include reference to the Area Child Protection Committee Procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Ensure a risk assessment of the premises is recorded and reviewed if there is a significant change.
13	Review the Child Protection statement to include reference to the Area Child Protection Committee Procedures.

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

How effective is the nursery education?

Fellview Pre-School Nursery Group provides very good nursery education overall which enables children to make very good progress towards the Early Learning Goals across the 6 areas of learning. Provision for their spiritual, social, moral and cultural development is well planned and children make very good progress in these areas.

The quality of teaching is very good. Staff manage the children well and have a very good relationship with them. The manager and deputy are appropriately qualified and compliment each other well. Available space is well planned children can access a wide range of resources to challenge and extend their learning. The outdoor area is used very well to promote children's physical skills.

Staff give individual children a good level of support. They use unplanned learning opportunities well and have some very skilled questioning techniques to challenge children's thinking and extend their learning. Plans are well written and implemented effectively. They are used flexibly to accommodate children's learning needs.

Staff plan individual activities and monitor the impact of these activities on children's learning. They record children's achievement as it occurs. Staff maintain written assessments of children's learning to inform future planning. Staff do not record baseline assessments.

The quality of leadership and management of the nursery is very good. The 2 'points for consideration' raised at the last inspection have been addressed. The committee support staff well. Nursery staff work closely with teaching staff at Fellview Primary School to share ideas and ensure a smooth transition for children between settings.

The partnership with parents is very good. Parents exchange verbal information with staff daily, have access to policies and procedures and to their child's work. Staff undertake home visits prior to a child's commencement at nursery. Displayed information regarding Foundation Stage learning is very good.

What is being done well?

- Relationships between staff and children are very good. Staff take time to listen to and value children's contributions for example, children talking about others less fortunate than themselves at circle time. This promotes children's confidence and self esteem.
- Available space is well planned and a wide range of resources are accessible to children. This enables them to make very good progress across the curriculum.
- Staff make good use of unplanned opportunities to challenge children and

develop their learning.

- The partnership with parents. Parents participate on the management committee, are involved in their child's learning and have access to written information about the setting. Staff undertake home visits prior to a child's commencement at nursery. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.
- The leadership and management structure is clear and works well. Staff feel supported. Communication between staff, the committee and the school is good for example, through regular meetings. Notes are taken at the meetings and records kept.

What needs to be improved?

- The current system of assessment to include the recording of baseline assessments.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The previous Nursery Education Inspection took place on 29th and 30th January 2001. Two 'points for consideration' were identified. The subsequent 'action plan' focused on staff's knowledge and understanding of special needs and to ensure children can play safely in the outdoor play area.

The staff team have completely changed since the last inspection. Current staff are appropriately qualified and participate in regular training including special needs training when it is available and as appropriate to the needs of the children within the setting. This ensures that staff remain up to date on special needs issues and are well placed to meet the needs of a child identified with special needs.

The nursery has completed work on its new outdoor area. The area is secure, brightly coloured, has an all weather soft surface and contains some fixed climbing apparatus. This is a very good outdoor resource and ensures that children can play safely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy working together and express themselves confidently through discussions and activities for example, talking about the needs of others at circle time. They work well together when clearing up at 'tidy up time'. They behave well towards each other and show concern for one another for example, one child helps another to blow her nose. They have a good awareness of their local community for example, one child was confidently aware of where she lived in relation to the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good grasp of language and use it appropriately. They use accessible writing, handwriting materials and are developing their handwriting skills. Some children can write their name. They confidently talk amongst themselves and to the larger group for example, during snack times. Children are read to, respond with interest and understanding and are linking sounds with letters. Some children can read sentences to the whole group confidently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numbers and count in familiar context. They have an understanding of calculation for example, knowing how many sweets there were if each child received one and some sweets were left over. Children compare numbers and show an understanding of addition and subtraction. They use mathematical language appropriately and have a good understanding of shape, space, volume and measure for example, in knowing which is taller and smaller and the size of paper needed to wrap a present.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently use IT equipment to extend their learning. They access a range of resources to explore and investigate across the curriculum for example, examining the growing bulb. Children learn about other people's cultures and activities for example, in celebrating the Chinese New Year and Diwali. Staff maximise opportunities to extend children's learning in everyday activities and discussions for example, exploring concepts of solid, liquid and powder during biscuit making.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Effective and flexible planning ensures that opportunities for physical development across the curriculum are maximised for example when using the outdoor area or school hall. Children have access to a wide range of equipment, tools and activities that promote their physical development for example, the outdoor climbing apparatus. They confidently move around the available space and are aware of themselves and others. They have a good understanding of their health and bodily needs.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy opportunities to extend their imagination and creativity through a wide range of materials and planned activities for example, when following the 'Hansel and Gretel' trail. They show enthusiasm in their experimentation with ideas and freely bring their own to the process for example, when engaged in 'telephone conversations' in the home corner. They have access to a wide range of resources, which enables them to express their feelings for example, in periods of free play and song.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Extend the current system of assessment to include the recording of baseline assessments. This will ensure that children's learning can be monitored more effectively.

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.