



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110412

DfES Number: 594861

### INSPECTION DETAILS

Inspection Date 08/03/2004  
Inspector Name Mandy Gannon

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Burghclere Pr-School and Toddler Group  
Setting Address Portal Hall  
Church Lane, Burghclere  
Newbury  
Berkshire  
RG20 9HX

### REGISTERED PROVIDER DETAILS

Name The Committee of COMMITTEE OF BURGHCLERE  
PRE-SCHOOL & TODDLER GROUP 1043996

### ORGANISATION DETAILS

Name COMMITTEE OF BURGHCLERE PRE-SCHOOL & TODDLER  
GROUP  
Address PORTAL HALL  
CHURCH LANE, BURGHCLERE  
NEWBURY  
BERKSHIRE  
RG20 9HX

## 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

Burghclere Pre-School and Toddler group has been open for 5 years and meets at the Portal village hall in Burghclere during term-time. They take 26 children aged two years nine months to five years old. The area is semi-rural and is close to the town of Newbury.

The group operates on Monday and Tuesdays 9:00-15:00 and Thursdays and Fridays 9:00-12:30. There are currently 27 children on role 16 who are receipt of nursery education funding for 3 and 4 year olds.

Two children currently attend who have special educational needs and the group has regard to individual needs of children and takes into consideration children for whom English is an additional language.

Staff attend regular training and the pre-school welcome parent involvement in the group which is run by a parent's committee. There are strong links with the local primary school and with other schools in the local area which children from the pre-school go on to attend.

### How good is the Day Care?

Burghclere Pre School and Toddler Group provides good care for children. The staff show a commitment to regular training to keep informed and up to date, three quarters of the staff team have early years qualifications with the others undertaking training. The hall is made warm and welcoming for the children and is well maintained. A small area is available at the side of the building for outside play but is not always suitable in wet weather. Space is well organised with excellent toy facilities, however children have limited access to independently select toys and resources. Policies and procedures are up to date and informative and shared with parents. Detail in some documentation is insufficient and confidentiality must be maintained at all times in the accident book. .

Staff are vigilant about safety and it is well maintained completing regular risk

assessments. Hygiene and healthy eating is well promoted.

Staff have a good understanding of equal opportunities and promote this area well. The group and co-ordinator work well with children with special needs and have good relationships with parents and local agencies who offer support, working together in the best interest of the child. The staff have child protection training and are aware of local procedures to follow.

A good selection of toys and resources are available which provides a good variety of interesting activities which cover all areas of learning. Staff listen and talk to the children and are well aware of individual development. They ask questions to make children think, offering praise and encouragement, encouraging good behaviour through positive role models.

Parents and carers are welcomed into the group and good relationships are formed. An active parent committee is in place with parents as regular helpers. Parents are kept well informed and up to date.

#### **What has improved since the last inspection?**

First inspection since transitional inspection.

#### **What is being done well?**

- Staff attend regular training to up date and learn new skills.
- Excellent selection of toys and resources that provide good variety and sufficient challenge.
- Staff promote good health and hygiene practise.
- Staff have good relationships with parents who are actively involved in group and are kept well informed and up to date.

#### **What needs to be improved?**

- sufficient detail to be maintained in documentation and confidentiality to be observed
- promote and increase children's access and independence in selecting toys and resources.

#### **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	increase children's opportunities to be independent
5	increase children's opportunities to select toys and resources independently
14	ensure all documentation has sufficient detail and confidentiality is maintained.

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

### How effective is the nursery education?

The provision for nursery education at Burghclere Pre School and Toddler Group is good and children are making generally good progress in most areas of learning with progress in physical development very good.

The quality of teaching is generally good. Toys and resources are of good quality and variety, however staff miss opportunities to encourage children's independence. Group activities are presented enthusiastically, but individual needs of children are not always taken into account. Staff have high expectations for children to sit still for long periods of time. Staff write children's names on their work but children have limited opportunities to practise emergent writing. Children have a good understanding of number and can count confidently, staff miss opportunities to relate and introduce simple calculations and associated language. Children show good co-ordination in physical development and a varied selection of activities are provided to encourage large and small motor skills.

Staff observe and record children's learning in the six areas of learning, a new system has been recently introduced. Observations are infrequent and evaluations are limited, as a result a secure basis is not provided on which to plan the next steps of the children's learning.

The leadership and management of the pre-school is generally good. The supervisor has recently reviewed, and is implementing a new recording and evaluation system. The staff work well as a team and are committed to regular training and development of their skills.

The partnership with parents and carers is very good. A parents committee take an active role in the pre school's running. Parents take time talking to staff and help in the group on a regular basis. They are kept well informed and up to date with regular newsletters, noticeboard and annual consultation meetings.

### What is being done well?

- Relationships between staff, children and their parents are good. Parents are actively involved with the group and this helps children develop their confidence and support all aspects of their learning.
- Children's physical skills are promoted well, children have good co-ordination and this is developed through a wide range of activities to encourage small and large motor skills
- Children are confident and engage in conversation with each other and adults. Staff extend and introduce new words extending their vocabulary and asking questions to make them think.
- Much of the success of the setting is due to a supportive team who work well

together attend regular training and share an understanding and commitment to improvement in early years.

#### **What needs to be improved?**

- increase children's opportunities for independence
- increase opportunities for children to be able to practise emergent writing on a regular basis
- develop and improve planning, evaluation and assessment of children's learning
- increase opportunities for simple calculations and use of associated vocabulary.

#### **What has improved since the last inspection?**

The group has made generally good progress since the last inspection. The actions from the previous report were to provide and appoint a member of staff to take responsibility with special educational needs and to revise the planning for story time providing a focus for children's attention.

A member of staff has been appointed as special needs co-ordinator, has attended training and works closely with families and outside agencies to provide support for the child.

Stories has improved, children are interested and focused with staff using puppets and props, however consideration to individual needs of all children is not always taken into account when planning the length of story time and associated activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with each other and adults, they show kindness and respect. Staff praise and encourage children and have high behavioural expectations, children are well behaved they share, take turns and are polite and considerate to others. Children miss opportunities for independence which would increase their confidence and self esteem. Children are interested and excited by activities and staff are sensitive to their needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children negotiate and express their ideas, they communicate confidently with each other and adults. They listen to stories although the length of time given to this activity is not always suitable for individual needs of children. Children enjoy sharing stories or looking for information in books. Children are able to recognise their first names, however opportunities are missed to enable children to practise writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and some beyond, they recognise shapes, colours, size and position. The understanding of number is reinforced through practical activities. Staff miss opportunities for simple calculations and the introduction of associated vocabulary such as; more and less than.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing their confidence in the use of information technology and children are supported well by the staff. Children talk confidently about events in their lives and are becoming aware of their community and that of others. They are aware of changes that occur for example from a tadpole to a frog. Children build confidently with construction kits but have limited opportunity to select tools and resources themselves.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children participate in a variety of activities inside and outside to encourage large and small motor skills. They are able to balance on beams, attempt throwing and catching of balls, manoeuvre bikes, parachute games etc. Children use tools with confidence using scissors, pens, pencils and different size brushes. They show good co-ordination and understanding of spatial awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy music and participate enthusiastically, expressing themselves through musical instruments, listening to compact discs, simple songs and percussion instruments. Children express themselves through varied and interesting role play. Children miss opportunities to freely express themselves in art and design, selecting tools and resources.

**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 children's opportunities to be independent and so increase their confidence and self esteem.
- develop and improve planning, evaluation and assessment of children's learning.

*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.*