



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148684

DfES Number: 515924

### INSPECTION DETAILS

Inspection Date 07/07/2003  
Inspector Name Sheila Collins

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Swallowfield Pre-School  
Setting Address Swallowfield Parish Hall  
The Street, Swallowfield  
Reading  
Berkshire  
RG7 1QX

### REGISTERED PROVIDER DETAILS

Name The Committee of Swallowfield Pre-School Committee

### ORGANISATION DETAILS

Name Swallowfield Pre-School Committee  
Address Swallowfield Parish Hall  
The Street, Swallowfield  
Reading  
Berkshire  
RG7 1QX

## 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

Swallowfield Pre-School was established in 1974 and meets in the Parish Hall. The pre-school has the use of a room at the rear of the hall on Mondays and Fridays, and the main hall the rest of the week. There is also access to hard standing immediately outside the hall and a field and play park. The pre-school is open to all families within the community, with children attending coming from not only Swallowfield and the surrounding rural area, but also from Three Mile Cross, Spencers Wood, Shinfield and Aborfield.

The pre-school offers sessional care and education for twenty four children aged between two and five years: of these there should be no more than four children under three. The pre-school is open every weekday during term time only. The Monday and Friday sessions are called "Swallows" sessions. These sessions take place in the Davies room and are held between 09.30 and 12.30 catering for a maximum of twelve children. "Swallows" sessions are more structured and priority is given to the older children. The rest of the week, the sessions are held in the main hall and are between 09.30 and 12:00.

There are currently 29 children on roll; of these there are seven four year olds and seven three year olds receiving nursery education funding. At the present time there are no children attending with a special educational need or with English as an additional language.

The pre-school is run by a committee, elected annually and they employ a staff team of four. Of these, the supervisor, deputy and one other staff member hold a childcare qualification equivalent to NVQIII or above. The pre-school is a member of the Pre-School Learning Alliance and is supported by the field worker and development workers from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Swallowfield pre-school offers satisfactory quality care for children. Staff develop good relationships with the children and their parents ,within a welcoming

environment. The security within the pre-school environment is good and all safety aspects are covered.

The pre-school plans show that the children have access to a wide range of interesting and fun activities, both in and out of doors. Children are encouraged to participate in all activities and have opportunities to choose toys and resources for themselves, although these are limited. Staff promote children's acceptable behaviour and personal hygiene well and act as good role models. Snacks are offered and the older children bring their own lunches on Mondays and Fridays. Lunch is seen as a social time. Not all staff are aware of some aspects of the pre-school policies and procedures, such as identifying children with special educational needs

The pre-school has good relationships with parents. Staff observe the children and complete records of each child's achievements. A new system is being trialed and these records are shared informally with the child's parents. The prospectus and information received by parents includes policies and procedures of the pre-school and is to be updated. Parents are kept informed about activities and changes through discussion, regular newsletters and the daily notice board in entrance area.

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

Last inspection was the transition inspection. Supervisor and committee changes have taken place since then.

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

- Children are happy and settled in the pre-school . ( Standard2)
- Staff plan a wide range of practical fun activities both in and out of doors which promote children's overall development. ( Standard 3)
- Risk assessments are carried out daily to ensure that the environment is kept safe for children . ( Standard 6)
- Staff are aware of the individual needs of all the children. (Standard 9)
- Staff use praise and encouragement of children which helps to build their self esteem and self confidence. ( Standard 11)

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

- the policy for uncollected children ; ( Standard 2)
- the evacuation practice for all areas used by children; ( Standard 6)
- the staff's knowledge of the procedure to be followed to report serious accidents or notifiable diseases: ( Standard 7)
- the procedure for staff to follow if they identify a child who may have special educational needs; ( Standard 10)

- the complaints procedure; ( Standard 12)
- the opportunities for parents to see their child's assessment records. ( Standard 12)

### 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
2	ensure that a procedure is in place which details what should happen if a child becomes lost.	01/09/2003
7	develop and implement a procedure to be followed, including notification to OFSTED, when reporting serious injuries or notifiable diseases.	01/09/2003
12	provide opportunities for parents to receive regular information on their children's progress	01/09/2003
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint which includes the telephone number and address of the regulator	01/09/2003

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

Std	Recommendation
6	conduct evacuation practices from all areas used by the children.
10	implement a procedure to be followed by a staff member to help identify if a child has a special need.
13	ensure that parents are made aware of the child protection procedures to be followed by the pre-school.
14	ensure that all policies and procedures are updated and that parents receive information on these.

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

### How effective is the nursery education?

All children make generally good progress towards the early learning goals. Attainment is generally good in all areas, with staff having appropriate expectations of children in their personal, social and emotional development. Most of the staff have a clear understanding of the stepping stones to the early learning goals and well planned activities engage and sustain the children's interests and efforts. There are good resources for all areas of learning but there are limited opportunities for children to select resources for themselves. There are limited opportunities for older children to practise writing numbers and to recognise their names in print.

Leadership and management in the preschool is effective, and relationships between staff and children are good. As a result the children are confident and generally behave well. Staff know the children well and their individual needs. A key worker system has been introduced to ensure that the children are assessed regularly. The format used for assessments is linked to the early learning goals. Children's assessments are taken into consideration when planning but there is no evidence in the plans to show how individual needs are to be met.

The preschool has established a good partnership with parents and carers. Information about the educational programme is displayed in plans and newsletters and display boards. Parents are able to involve themselves in their child's learning by contributing items for themes. Parents are informed verbally about their child's achievements and progress, with limited opportunities to contribute formally to or see the written records kept on their child.

### What is being done well?

- Staff have high expectations of acceptable behaviour, explain clearly when behaviour is not acceptable; consequently children's behaviour is generally good.
- Children have a positive attitude to learning and are interested in what they do.
- Children are praised and encouraged in their work, which helps to build their confidence and self esteem.
- Children are learning about the world through planned practical experiences
- Effective curriculum planned for children with a wide range of activities and experiences.
- Staff give children opportunities to repeat, consolidate and extend their learning and understanding, through a variety of activities and experiences, in most areas of the curriculum.

**What needs to be improved?**

- the daily routine to ensure that older children have more opportunities to recognise their name in print and to practise pre-reading, pre- maths and pre writing skills and to use information technology;
- opportunities for children to be independent and to self select resources, tools and materials;
- planning to ensure that it is more detailed, is linked to the goals for individual children, and shows what the children are to do and intended learning outcomes;
- parent's involvement in their child's learning and seeing, recording and contributing formally to their child's records of learning and achievement.

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

The preschool has made good progress since the last inspection and has addressed all the key issues raised.

An interest table and more displays are in place to extend the children's learning.

Three of the four staff hold relevant qualifications and all staff are committed to undertake training to improve expertise.

Strategies are in place to discuss stepping stones to the early learning goals , for example at staff meetings, to ensure that all staff become familiar with these.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff have high expectations of acceptable behaviour and explain these clearly to the children; consequently behaviour is generally good. Children have positive attitudes to learning and each other and are keen to be involved in activities. They are praised and encouraged helps to build their self confidence and self esteem. Children are learning take turns, work co-operatively, share fairly and to show consideration for others. There are limited opportunities for children to be independent.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to listen well to each other and adults, for example during story time and role play .They listen to and respond to stories with enjoyment. They use appropriate language to recall events, to express ideas and feelings. Children are given opportunities for independent reading and writing, however opportunities are missed for children to recognise their name in print and to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children able to count to 10 and beyond with understanding. Children are learning to use numbers in a variety of practical situations and have an understanding of addition and subtraction. Children are using comparative language such as big and little, less than, more than. Children understand and use language appropriate to quantity, shape, space and size. There are limited opportunities for children to practise writing numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. Children are confident when exploring and investigating and ask questions and are given explanations. They are learning about their world and the sequence of events in their lives and are able to describe own experiences. Children have an understanding of their own culture and are learning about others. Opportunities to use information technology are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Through planned activities and everyday routines children are developing good co ordination, spatial awareness and small and gross motor skills. The children understand the importance of good hygiene practices. Children move confidently around the nursery environment and enjoy a wide range of activities both in and out of doors.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children express their ideas and feelings through a range of activities. They take part in imaginative role play. They have opportunities to choose and sing familiar rhymes and make their own music. Children know their basic colours and have opportunities to use different textures and media in their art and design. Opportunities are missed for older children to select own materials and tools when taking part in craft activities. .

**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**

- provide more opportunities for older children to recognise their name in print, practice pre -reading, pre- writing and pre- maths skills and to use information technology within the preschool routine;
- give children more opportunities to be independent and to select own toys, resources and tools;
- develop systems to involve parent's in their child's learning and to seeing, recording and contributing formally to their child's records of learning and achievement on a regular basis;
- ensure that links are made between goals for individual children and planning.

*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.*