



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206773

DfES Number: 513195

INSPECTION DETAILS

Inspection Date 26/11/2003
Inspector Name Fiona Stephenson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Great Longstone Pre-School
Setting Address Main Street
Great Longstone
Bakewell
Derbyshire
DE45 1TZ

REGISTERED PROVIDER DETAILS

Name The Committee of Great Longstone Pre-school 515690

ORGANISATION DETAILS

Name Great Longstone Pre-school
Address The Old Infant School
Main Road
Great Longstone
Derbyshire
DE45 1TL

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

Great Longstone Pre-school operates from the Old School Room in the village school grounds. It has exclusive use of the room, although it also has access to the school playground and playing fields. The pre-school offers sessional care to families in the village of Great Longstone and surrounding areas.

The pre-school operates during term times. Morning sessions are 09:15 until 11:45 from Monday to Friday, for children aged three years and nine months upwards. Afternoon sessions are 13:00 until 15:30 from Tuesday to Friday for children aged two-and-a-half to three years and nine months.

There are currently 23 children on the register, with 12 3 year olds and 7 4 year olds receiving funding for their nursery education. There are no children who have special educational needs or who speak English as an additional language.

Six members of staff work at the pre-school. Three staff hold early years' qualifications and two are currently on training programmes. The pre-school receives support from the Derbyshire Early Years' Development and Childcare Partnership.

How good is the Day Care?

Great Longstone Pre-school provides good quality care to children. Staff organise the setting well, making good use of the limited space available to provide children with an excellent range of activities which challenge and stimulate. Staff have a commitment to children's learning and care, and demonstrate this through attendance of training courses, and in using their own time to plan the curriculum, and support fund-raising activities for the group. Policies and procedures are generally in good order, although the complaints policy does not contain all the necessary information and the induction procedures for new staff are insufficiently monitored.

The premises are clean and tidy, and much thought has gone into making them child friendly. Good hygiene practices are in place, with table tops being well cleaned

before snack time, and the personal hygiene of children is well promoted. Staff encourage children's good behaviour by giving praise where due, and by having clear expectations of behaviour.

The pre-school provides children with a very good range of resources, equipment and activities. All equipment is developmentally appropriate for the age and stage of the children attending. The equipment is accessible to children, and there is a good balance between child-led, and adult-directed activities. The pre-school gives children excellent opportunities for healthy eating, with each snack time offering children the choice of fruit and vegetables.

The partnership with parents is good. There is good verbal communication between parents and staff; and there are systems in place to ensure there is written information available to parents on a regular basis. The parent-run management committee is active in ensuring the needs of the pre-school are well supported.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is a very good range of activities, resources and materials to support the learning and care needs of children attending the pre-school.
- The pre-school offers children excellent opportunities to have nutritious snacks and to learn about healthy eating.
- Staff demonstrate warm, caring relationships with children. They are interested in what they do and say; and use praise and encouragement to support good behaviour.
- The partnership with parents is good. Parents are actively involved in the running of the pre-school and in supporting the pre-school in fund raising and it's involvement in community activities.

What needs to be improved?

- the complaints policy to include the name and address of the regulator
- the monitoring of the induction procedure for new staff.

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
2	improve monitoring of new staff's understanding of the pre-school's policies and procedures.
14	ensure the complaints policy includes the name and address of the regulator.

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

How effective is the nursery education?

At Great Longstone Pre-school, children are making very good progress towards the early learning goals in all six areas of learning. Opportunities for learning in knowledge and understanding of the world, mathematics and communication, language and literacy are particularly good.

Teaching is excellent. Staff interact well with children. They listen, respond, and ask questions; encouraging children to think and work things out for themselves. Staff have a good understanding of the early learning goals and the stages towards these. They also have a good awareness of each child's stage of development in relation to the early learning goals, and plan the curriculum accordingly. Staff demonstrate confidence in changing a planned topic if children are showing interest in another area of learning. They use positive means for managing children's behaviour, which are effective.

The management committee is parent run, and provides very good support to staff in the pre-school. It is actively engaged in fundraising activities to support the pre-school's continuing needs for new and replacement equipment. Staff are encouraged to attend training relating to the Foundation Stage to continually improve delivery of teaching for each of the six areas of learning.

The pre-school has a very good partnership with parents. Parents are given both verbal and written information about activities and events relating to the pre-school. There is good quality information given about each theme and the day-to-day activities. Staff suggest ways of supporting their children's learning at home and encourage parental involvement with the pre-school.

What is being done well?

- Children make good use of technology to support their learning, and have good opportunities to explore and understand their local environment and the wider world.
- Staff develop children's language for communication effectively in group sessions, at snack times, around the activity tables, and whilst interacting in children's play.
- Children's mathematical understanding is well promoted. Staff provide a good range of planned mathematical activities such as games, weighing and measuring; and also use spontaneous opportunities well to promote language associated with calculation.
- Staff have a secure knowledge and understanding of the early learning goals and present a very good range and balance of activities for all six areas of learning.

What needs to be improved?

- the more formal evaluation of activities, to ascertain whether children have learnt what was intended and to further identify the future learning needs of each child;
- the partnership with parents, by providing them with information on how they can support and extend their children's learning in all six areas of learning in the home environment.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Language and literacy has been enhanced by providing children with opportunities to write, draw and make marks in play situations. This has been achieved through the introduction of a writing table, and through having mark-making implements and paper available for role-play scenarios. Children's mathematical skills and understanding have been enhanced by creating displays around the pre-school walls. These have numerals and visual representations of quantities associated with a number. Partnerships with parents have been strengthened by providing parents with more information about the educational programme. Parents are informed of themes on the parents notice board, and via a monthly information letter.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited to try out activities available to them. They are confident in suggesting ideas, and speak out in a familiar group. Children are generally well behaved and can concentrate and sit quietly when appropriate. They form good relationships with their peers and staff. Children demonstrate good personal independence and select resources for themselves. They are learning that people have different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories, songs and rhymes. They are developing good speaking skills, with older and more able children asking questions and making comments. Children make marks on paper, with older and more able children writing their own names and copy writing. Four year olds are able to link sounds to letters. Children enjoy books and understand that print carries meaning; the pre-school is a print rich environment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count to 10, with older and more able children recognising some numerals from 1 to 10. Children are aware of the language of calculation and understand concepts such as less than and more than. Older children are beginning to relate addition to combining 2 groups of objects and subtraction to taking away. They understand positional language, for example, behind and under. Children are aware of shapes, with older children knowing more complex shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Visits into the local area are well used to foster children's interest and awareness. They are encouraged to talk about past and present events and personal experiences. Visitors, such as a dentist and an optician, have been invited to talk to children about their work. Children's designing and making skills are supported by the availability of a wide range of construction equipment and materials. They have access to a computer at all times and are thereby becoming skilled in its use.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively. They have good health and bodily awareness, understanding the importance of good personal hygiene. A variety of activities are provided daily and children are learning to handle a range of malleable and other materials with increasing skill. Good use is made of the limited indoor and outdoor space to support children in developing skills such as climbing, crawling, and jumping.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore texture, shape and form through activities such as baking. They have a good understanding of colour, and enjoy free painting. Staff provide children with a wide selection of materials and resources for creative work undertaken both collectively and individually. Children use their imaginations well in music and movement sessions; role-play and acting out story situations.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the written evaluation of activities to enhance the identification of future learning needs of each child;
- the partnership with parents by providing them with information on how they can support and extend their children's learning in all six areas in the home environment.

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.