



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105942

DfES Number: 583482

INSPECTION DETAILS

Inspection Date	21/05/2004
Inspector Name	Anne Legge

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Branscombe Pre-school
Setting Address	Branscombe Village Hall Branscombe Nr Seaton Devon EX12

REGISTERED PROVIDER DETAILS

Name	The Committee of Branscombe Pre School Committee
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ORGANISATION DETAILS

Name	Branscombe Pre School Committee
Address	Branscombe Primary School Branscombe Seaton Devon EX12 3DA

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

Branscombe Pre-school has been running for approximately 12 years. It operates from two multi-use rooms of the local primary school. The group have access to kitchen facilities, toilets, and a choice of outdoor areas belonging to the school. The pre-school serves the local area, and most children go on to attend the school. Sessions are on Monday and Friday mornings in term-time, from 08:55 to 11:30.

The pre-school is registered to provide places for ten children aged between three and five years old. Funding is received for eligible three and four year olds. There are no children attending with special needs, nor with English as an additional language, but there are systems in place to them, should the need arise. Two members of staff work with the children and both have appropriate Early Years qualifications. The setting is supported by the school and has close links with the reception class.

How good is the Day Care?

Branscombe Pre-school provides good quality care for children. The staff are well qualified and experienced, and they work together effectively as a team. The committee is supportive of the work of staff and all the required policies and procedures are in place, although some are not quite up-to-date. The limited indoor and outdoor space is used creatively to give children a good range of play opportunities.

Standards of health, hygiene and safety are good, however, accident records are not sufficiently confidential and the complaints procedure lacks detail. Staff provide an interesting range of nutritious snacks. All dietary needs are met and staff are committed to meeting all individual and special needs. Staff have a good understanding of child protection issues and procedures.

Staff plan a good variety of activities for children. They have warm relationships with children and interact effectively with them, stimulating their imagination and helping them to develop in all areas. Staff have high expectations of behaviour and a

positive and consistent approach to managing children. The children respond well and behaviour is good.

Staff have good relationships with parents and exchange information with them regularly. Parents receive detailed information about their child's activities, through termly newsletters and they have two opportunities a year to learn about their child's progress.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to produce a policy for lost or uncollected children, to request parents' consent to seek emergency medical advice or treatment, to acquire resources which promote anti-discriminatory practice and to improve staff understanding of procedures for washing equipment. They also agreed to organise resources to allow children access to a wider range of activities, to promote children's understanding of hygiene and to make drinking water constantly available to children. They were asked to address safety issues concerning hot water in the hand basins and unused electrical sockets.

The pre-school now has all the required consents and policies. Resources for equal opportunities are now good and include positive images of cultural differences. Hygiene routines for staff and children are good and the water for washing hands is at a suitable temperature. A jug of drinking water is constantly available to children and all unused sockets are covered. Resources are now well organised and children are able to select from a good variety of activities in each session.

What is being done well?

- The pre-school is well organised, staff and committee work well as a team and space and resources are used imaginatively to meet the needs of the children.
- Staff provide a good variety of resources and activities for children. They relate effectively to children, helping to develop their skills and understanding.
- Staff have very good relationships with children and manage their behaviour sensitively.
- Safety is given a high priority.
- Staff have a good understanding of equal opportunities. they know the children well and are committed to meeting their individual needs.

What needs to be improved?

- storage space for outdoor play equipment
- accident records, so that they remain confidential
- the complaints procedure, so that parents have accurate information about their rights to complain.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Aquire adequate storage space for outdoor play equipment.
14	Update the complaints procedure to include information about how and when parents can complain to Ofsted and ensure that confidentiality is maintained, when sharing accident records with parents.

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

How effective is the nursery education?

Branscombe Pre-school provides good quality nursery education and the children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development and in their knowledge and understanding of the world, due to skilful teaching in these areas.

The quality of teaching is generally good. Staff understand most aspects of the foundation stage curriculum, using discussion, questioning and encouragement effectively to promote learning and help children become independent. Planning is related to the six areas of learning and staff provide a good balance of well resourced free play and adult-led activities. They regularly observe children, but there is no system for assessing children's progress in relation to the stepping stones, so activities are not always sufficiently meet individual needs. Staff have very good relationships with children and use a variety of appropriate strategies to manage their behaviour.

Systems are in place to support children with special educational needs or English as an additional language.

Leadership and management are generally good. The supervisor provides strong leadership and, with the assistance of her deputy, takes on the responsibility for most aspects of the running of the group. The committee is supportive, especially with fundraising, and relationships between staff and the committee are good. The committee has not yet developed systems for monitoring the effectiveness of the education provided.

Partnership with parents is generally good. Parents receive detailed information about the pre-school's policies, procedures and activities. Newsletters encourage parents to take an interest. Staff are friendly and approachable. A twice-yearly report gives parents detailed information about their child's development within the group, but there is no system for sharing information about children's progress in relation to the stepping stones.

What is being done well?

- The supervisor provides effective leadership for the pre-school. Organisation is good and space and resources are used creatively to enhance children's play and learning experiences.
- Staff use a variety of appropriate teaching methods to extend children's thinking and develop their independence.
- Children behave well, as a result of the staff's clear routines and expectations, which are sensitively enforced.
- Children are confident and motivated to learn. Their social skills are very

good and they show kindness and consideration towards others.

- Children develop a very good understanding of their environment. They ask questions and contribute to a range of discussions about people and places.

What needs to be improved?

- the committee's role in monitoring the effectiveness of the nursery education and identifying staff training needs
- systematic assessments of children's progress in relation to the stepping stones
- the use of assessments to plan for individual learning needs
- the sharing of assessment information with parents about their child's progress on the stepping stones of the foundation stage
- the use of daily routines to develop children's understanding of calculation and problem-solving.

What has improved since the last inspection?

Progress since the last inspection is generally good. The pre-school has worked hard to increase children's opportunities to access climbing and balancing equipment within the school grounds. They now have fairly regular use of all of the school's large play equipment and children's progress is satisfactory. The outdoor areas are used effectively to extend space available for self-chosen activities, such as free painting, sand, small world play and physical activities.

A system for observing children has been introduced, but there is still no system for assessing children's progress in relation to the stepping stones, nor for using assessments effectively to guide short-term plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident and they relate easily to each other and to adults. They share and take turns in games and consider the needs of others. They develop very good independence skills such as making their sandwiches at snack time. They approach all activities with enthusiasm and concentrate well in chosen and adult-led activities. They behave very well, responding to the staff's high expectations. Children develop an understanding of other points of views and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently, using a wide vocabulary. They listen attentively and enjoy contributing to story time. They use language well to organise their thinking, especially in role play and small world play. They use books competently and choose to share stories. They learn to recognise and write their own names, developing increasingly accurate letter formation. They begin to relate sounds to letters. They do not always write for a variety of purposes, such as in role play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count in a variety of contexts, such as counting stripes in craft work. They relate numerals to the correct set of objects, counting them one at a time. They recognise and name two-dimensional shapes and identify some of their features. They use patterns and compare quantities of sand and water. They use mathematical language, such as when comparing lengths of worms. They do not use everyday routines to develop their understanding of calculation and problem-solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use their senses well to explore a wide range of substances, such as sand, bubbles and paint. They develop a good sense of time, various places, and faiths through discussions with staff about their family and pre-school experiences. They learn about the natural world and their local environment through topics such as mini-beasts. They observe differences and discuss how things work, such as balloon pumps. They develop a good understanding of technology, using tape recorders and tills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely, despite the limited space available to them. They use small equipment, such as scissors, pens and brushes, with good co-ordination. They begin to understand about caring for their bodies, discussing the importance of sun hats and cream. Children develop some control in their use of tricycles, scooters and the climbing frame, but the lack of storage space and occasional difficulties in accessing large outdoor equipment sometimes limit progress in this area.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children develop their imagination in role play and small world play, choosing to dress up and co-operating well in creating stories. They enjoy singing familiar songs and they sometimes use musical instruments and move to music. Children explore colour and texture through a range of art and craft activities. but their creativity is sometimes limited by an over-emphasis on outcome-based and adult-led craft activities, rather than children designing and making freely.

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

- Establish rigorous systems for monitoring the effectiveness of the nursery education provided.
- Set up systems for assessing children's progress in relation to the stepping stones. Use these assessments to inform short-term planning and share assessment information regularly with parents.
- Develop children's understanding of calculation and problem-solving, through the effective use of daily routines and activities.

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.