



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226431

DfES Number: 595025

INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Bowden Pre-School
Setting Address	St Nicholas Church Hall Rectory Lane, Little Bowden Market Harborough Leicestershire LE16 8AS

REGISTERED PROVIDER DETAILS

Name	Mrs Tracey Hobbs
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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

Little Bowden Pre-School was established in 1971 but was taken over by the current proprietor in 1999. It opens during term time for 38 weeks each year. Opening times are from 9:15am until 11:45am on weekday mornings. The pre-school runs from a church hall situated in the village of Little Bowden on the edge of Market Harborough. The pre-school serves mainly Little Bowden although places are available for children from the surrounding area.

At present there are 40 children on roll, including 11 funded four-year-olds and 19 funded three-year-olds. Children are grouped together in one large hall. They also have access to an adjoining smaller room and other associated facilities.

The intake of children reflects a variety of social and economic backgrounds but there is limited cultural diversity in the area. At present there are no children for whom English is an additional language. Staff have experience of catering for children identified as having special educational needs.

Eight members of staff, including the proprietor, work with children throughout the week. Normally four members of staff work each session. The proprietor holds a recognised childcare qualification, the manager has a Level 3 qualification in early years care and two other staff have qualifications to Level 2. Staff continue to work towards other qualifications. The majority of staff hold a first aid qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local Early Years Development and Childcare Partnership through visits from a qualified teacher.

How good is the Day Care?

Little Bowden Pre-school provides satisfactory care overall for children. Available space is used appropriately so that children have access to areas for quiet and active play and can choose to move between the range of activities. However, children do not always find it easy to access and play with some of the resources

they have chosen. Policies and procedures are comprehensive, although the policy regarding equality of opportunities lacks some depth.

The premises are safe and well-maintained. The management and staff have a good awareness of health and safety issues, and priority is given to children's safety, based on daily checks and reviews of the risk assessments. Children are encouraged to learn good hygiene practices.

The pre-school provides a well-balanced range of toys, resources and activities in order to meet the developmental needs of all the children. Effective planning covers all the areas of learning and provides opportunities for children to learn through play. Staff are able to support the needs of individual children and they encourage the development of the children's interests. Methods of behaviour management are sensitive and age-appropriate, with boundaries and expectations made clear to parents and children. Children are happy and secure.

Staff and management are aware of the need to work in partnership with parents and carers. Information is shared at the end of the session and paperwork is reviewed on a regular basis to help ensure that the parent's wishes and the children's needs are met. Parents are encouraged to be involved in their children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school pays good attention to safety issues. The on-going system of risk assessment helps to ensure that a safe environment is maintained and potential risks are minimised. Security at the front door and the collection policy and practice are particularly effective.
- The operational plan works well in practice; procedures for deputising are effective and policies and procedures form the framework for good practice. Good staff:child ratios ensure that staff are able to spend time with children and build good relationships; particularly with the new children starting at the group.
- Behaviour is managed well. Staff use positive behaviour management strategies consistently, and children respond well to the praise and encouragement.
- The staff have good relationships with the parents. All paperwork is in place and completed appropriately to ensure that parents wishes are recorded and adhered to. Parents are welcome in the group to take an active part in their children's learning.

What needs to be improved?

- children's access to a choice of resources and toys, furniture and equipment that meets their needs
- the equal opportunities policy to ensure that is consistent with current legislation and guidance, and that it works in practice to meet the needs of all children.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Ensure that furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment.
9	Review the equal opportunities policy to ensure that it is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents.

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

How effective is the nursery education?

Little Bowden Pre-school provides good-quality nursery education overall, with children making generally good progress towards the early learning goals. They are making very good progress in the area of personal, social and emotional development.

The quality of teaching is generally good. Staff are building on their knowledge of the Foundation Stage to help them provide a full range of activities and resources which encourage children learn through play. An otherwise effective system of observation and assessment which records the levels of development of the children, does not influence planning to show how children can be challenged further in their learning. However, some of the staff are able to question children to extend their vocabulary and knowledge. The area of knowledge and understanding of the world lacks depth in some sections. There is limited use of sounds and rhymes, and of mark-making and use of numbers in everyday situations.

Staff interact well with the children and act as good role models. They have high expectations of the children, and are rewarded with children respectful of friends and adults. Staff have knowledge and experience of special educational needs and are able to support the varied needs of individual children. They are part of an effective key worker system.

The leadership and management of the group is generally good. Induction and appraisal systems are in place, and staff are encouraged to undertake training. The proprietor and staff are yet to develop a formal framework to review the quality of teaching, and to ensure that the nursery education is monitored.

The partnership with parents and carers is generally good. Relationships are friendly, with information shared on both a daily and a formal basis. Parents are invited to spend time on the helper rota or to share skills. They are given useful information about the curriculum, and ideas of how to extend their child's learning at home.

What is being done well?

- Children successfully make links and friendships; talking confidently to each other, to staff and to other adults. Older children act as role models for younger children, showing how to be kind to each other and taking turns in activities. Behaviour overall is very good.
- A good choice of activities during the free-play sessions helps create a stimulating learning environment. The children move confidently between the activities.
- Parents are involved in their children's learning by attending the group, and

by using the ideas and information about how to extend their child's learning at home. They are kept up to date with their child's progress on an informal daily basis, and with more formal meetings with the keyworkers.

What needs to be improved?

- the children's experiences of sounds and how they are used with rhymes, alliteration and further phonic knowledge
- the opportunities for children to count spontaneously in everyday situations
- the further development of opportunities for children to make marks in different situations
- the use of resources to promote children's development in the area of knowledge and understanding of the world including information and communication technology, and the environment around them
- the staff's understanding of the Foundation Stage to enable them to set levels of challenge to ensure that children continue to make progress.

What has improved since the last inspection?

Generally good progress has been made in the group since the last inspection. Good progress has been made to offer opportunities for listening in large groups. Children are generally behaving well during this time, with older children able to listen for greater lengths of time and interact and respond well to their experiences. Opportunities for mark-making have been developed overall, although staff do not always expect children to attempt to write their names on art work, and opportunities for spontaneous mark-making in role-play are limited. This will be made an issue to be looked at as a result of the current inspection.

Opportunities for parents to find out more about their children's progress have been increased, which has resulted in the parents working in close partnership with the keyworkers to help progress children's development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence as they choose activities, working both on their own and in small groups- sharing ideas and resources. They act independently as they put on coats and aprons. Children have a good awareness of routines and rules, and behaviour is very good, with older children acting as good role models. They are beginning to understand about other people's roles and cultures as they explore different countries and their festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults as they talk about objects and act in role play. They are beginning to understand the written word through books, and often see their names written as labels. Children attempt to write and make marks in some activities, with older children making recognisable letters. They listen well to stories, and participate in rhymes and songs. Children have limited experience of matching words that start with the same letter or sound.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have begun to recognise numerals and to count reliably from 1 to 10, but do not have sufficient opportunities to use numbers in everyday situations. They experience different shapes through recognising squares, circles and triangles in puzzles and as models. More able children are able to problem solve, adding and subtracting in mathematical games. They recognise sequences and patterns using the same games and threading activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore different materials in crafts, with playdough, and with construction toys, and they notice how changes occur. Children do not investigate many everyday objects or items of technology to find out how they work. They talk about events in their own lives, and show some awareness of time, space and the local community. They have begun to learn about other people, their roles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the room in a controlled manner, and show an awareness of space. They access a range of equipment to develop large and small muscle skills. Children have some understanding about active bodies and keeping healthy, although there is limited talk about diet, safety and good hygiene. The children's manipulative skills and hand-eye co-ordination are beginning to develop through use of a range of small equipment and tools, including a range of writing implements.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imaginations during a range of role-play experiences, when playing with small figures, and in craft activities. They enjoy singing and listening to music. Children access a range of sensory experiences through different materials, including food and construction items. They are able to express themselves during messy play, free-painting, drawing, and model-making, and talk confidently about their feelings and experiences.	

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 the children's experiences of rhymes, alliteration and phonic knowledge
- increase the opportunities for mark-making in role play and other everyday situations
- develop the use of resources to promote children's understanding of information and communication technology, and the environment around them
- review staff's knowledge of planning to ensure that they are able to plan for children to make progress.

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.