



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219295

DfES Number: 515194

INSPECTION DETAILS

Inspection Date	11/05/2004
Inspector Name	Susan Parker

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Silsoe Preschool/Playscheme
Setting Address	Silsoe Lower School High Street SILSOE Bedfordshire MK45 4ES

REGISTERED PROVIDER DETAILS

Name	The Committee of Silsoe Preschool/Playscheme 1029828
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ORGANISATION DETAILS

Name	Silsoe Preschool/Playscheme
Address	silsoe preschool/playscheme silsoe lower school,high street silsoe bedfordshire MK45 4ES

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

Silsoe Pre-school is a committee run group. It operates every day during term time from 09:00 to 11:45 during the morning sessions and from 12:45 to 15:15 during the afternoon sessions. The pre-school also offers a lunch club to link the two sessions. The group is registered for twenty children aged from two to under five years. The group also operates a playscheme which opens during the Summer and Easter holidays from 09:00 to 16:00, providing care for 20 children from age from two to under eight years.

The group has sole use of a terrapin building in the school grounds and also has use of the school hall. There is a safe, enclosed play area immediately outside of the building and the whole of the school grounds are available for use.

The pre-school employs six staff, two of whom hold qualifications in Childcare and Education and two who hold NVQ qualifications. The two other staff members are currently working towards their childcare qualifications. The group also employs an administrator. Five of the staff hold first aid certificates and two staff have food hygiene certificates. Additional staff are employed to assist with the holiday playscheme.

The group is approved to receive government funding for three and four year olds.

How good is the Day Care?

Silsoe Pre-School provides satisfactory care for children.

The organisation of the day care is very effective, the staff have high levels of qualifications and are committed to increasing their knowledge and skills. The committee and staff work closely with the administrator to continue to develop and improve the care offered to children. The pre-school is currently developing their outside area to expand the activities offered and use the area as a classroom extension. They provide a wide range of safe and suitable resources which stimulate the children's interests and expand their knowledge and development. Staff use

parent helpers to maintain their adult:child ratios, however, there was evidence to show that the staffing levels had not always been met. The pre-school will take action to ensure that the staffing levels are maintained at all times. Clear policies and procedures are in place with minor amendments required.

The safety and care of the children is a priority within the pre-school. Risk assessments are carried out daily and five members of staff are qualified as first aiders. Appropriate measures are in place to ensure the safe arrival and departure of children with emergency contact details and appropriate policies and procedures. The pre-school works closely with the school to ensure the safety of the premises.

The pre-school provides a wide range of quality activities which enables the children to develop their skills and challenges the more able children. Staff are very skilled in talking and listening to the children, asking appropriate open ended questions, and using praise and encouragement to develop the children's confidence and self esteem.

The partnership with parents is excellent. Information is shared regularly and effectively to ensure that each child's individual needs are met. Parents have identified key workers for their children and can discuss any aspects of their children's care in confidence.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to draw up a plan for the induction of new staff. This has been introduced and contains detailed information for new staff and parent volunteers.

The group has compiled their operational procedures effectively which reflect their practice. They have devised a procedure for uncollected children but they have not included a procedure for dealing with a lost child. This action will remain, requiring immediate action.

Staff operate a registration process which indicates the attendance of all children, staff and visitors. It identifies late arrivals and early leavers.

What is being done well?

- Staff qualifications are of a high level they show a commitment to increasing their knowledge, skills and experience in childcare.
- Excellent attention is paid to children's safety, minimising risks or possible hazards.

What needs to be improved?

- staffing levels must be maintained at all times
- the complaints procedure requires updating to ensure that the correct details of the regulator are available to parents

- a procedure for dealing with lost children must be produced.

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	Produce a procedure for dealing with lost children	25/05/2004

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

Std	Recommendation
2	Ensure that the staffing levels are maintained at all times.
12	Update the complaints procedure to ensure that the correct details of the regulator are available to parents.

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 Silsoe Pre-School is good. It enables children to make very good progress towards the early learning goals in their communication, language and literacy, and their knowledge and understanding of the world, and generally good progress in all other areas.

The quality of teaching is generally good. Staff display a sound understanding of the Foundation Stage and the early learning goals. They use the resources and accommodation very effectively and are developing the use of the outside area as a continuation of the learning environment. Children are generally well behaved and staff are consistent in maintaining boundaries.

The planning and assessment of activities and individual children's achievements is effective in enabling the children to progress and provide suitable challenges.

Staff display skilled teaching methods which are effective in promoting children's interest and motivation to learn.

The leadership and management is generally good. The committee, administrator and play leader ensure that the staff are effective in monitoring and assessing the effectiveness of the setting. Regular committee and staff meetings enable the group to assess the effectiveness of the provision of good care and education for the children.

The partnership with parents is very good. Information is shared effectively through prominently displayed notices, newsletters and open mornings. The group also use an open door policy to enable parents to discuss their children's progress and achievements with a key worker at the end of the session.

What is being done well?

- Staff provide a wide range of natural and living objects for the children to explore. This includes planting and growing foods and plants from seed, and investigating mini beasts.
- An excellent range of mark making activities and introduction of new words have enabled the children to make very good progress in their knowledge and understanding of communication, language and literacy.

What needs to be improved?

- the development of planned and assessed activities for developing children's physical skills and use of the outside area.

What has improved since the last inspection?
Silsoe pre-school has made generally good progress since their last inspection. Staff have developed their planning and assessment to effectively develop manageable and informative assessment procedures linked to the early learning goals and to effectively share these with the parents and carers. The progress to develop more opportunities for the children to use the outdoor area to develop their large physical skills continues. The area is used regularly but the planning of specific teaching of skills and children's time to practice needs to be developed further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to select their own activities and are increasingly able to persist at their chosen activity for extended periods of time. They are confident in speaking in a familiar group and are forming firm relationships. Children are able to independently dress and undress with minimal help and are able to use the toilet and wash their hands. They are showing increasing confidence and are able to share and take turns when using popular equipment such as the computer.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have access to a wide range of mark making materials and are developing a recognition of letters and familiar words. They are able to understand the elements of books and are developing correctly formed letters. Children's vocabulary is extending and they are confident in discussing real and imaginary experiences through role play. Children are confident in talking about items that they have brought from home and linking these to the letter of the week, e.g. 'g' for gloves

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children participate in a wide range of mathematical activities. They have a good knowledge of shape names and sizes. They are developing competence in calculations and basic addition and subtraction through number and finger rhymes. Activities are provided to enhance the children's understanding of pattern, matching and sorting, ordering and positioning. Use of practical daily activities could improve the children's understanding of mathematics, e.g. 'How many cups do we need

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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This is a great strength of the group. Children regularly participate in a wide range of activities which promote their understanding of the world around them. Projects and themes include growing plants and vegetables, animals and people in the community. Children also have regular access to technological toys and equipment and are developing a curiosity about how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to handle small tools such as scissors effectively. They use large and small paintbrushes, decorating rollers, knives for spreading and have excellent mouse control on the computer. Children have regular opportunities to climb, run, throw and catch as well as the use of wheeled toys such as bikes. They show an awareness of their own space. Plans, however, do not record the children's development of individual physical skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's imaginative and role play is very well supported with a wide selection of props and equipment. They explore different colours, shapes, textures and forms through craft activities. Children regularly sing and are encouraged to move to music using appropriate taped programmes. Children experiment with instruments and rhythm and with their own songs. Activities provided encourage children to use their senses to explore, such as cooking.	
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

- Develop planned activities which assess children's physical skills and use of the outside area.

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.