



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141096

DfES Number: 516972

INSPECTION DETAILS

Inspection Date 13/10/2003
Inspector Name Diane Burt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name CHILD OKEFORD PRE-SCHOOL
Setting Address ST NICHOLAS School
STATION ROAD,CHILD OKEFORD
BLANDFORD FORUM
DORSET
DT11 8EL

REGISTERED PROVIDER DETAILS

Name The Committee of Child Okeford Pre-School Committee
1037851

ORGANISATION DETAILS

Name Child Okeford Pre-School Committee
Address ST NICHOLAS School
STATION ROAD,CHILD OKEFORD
BLANDFORD FORUM
DORSET
DT11 8EL

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

Child Okeford Pre-School opened in 1967 and is situated within St. Nicholas School. It serves the local community from Child Okeford and surrounding villages.

The playgroup operates from one main playroom as well as the school hall in inclement weather. There is also a large outside enclosed play area.

It is registered for 17 children from two years to under five years; this includes ten funded three year olds and one funded four year old. Children attend for a variety of sessions.

The setting supports children with special educational needs and who speak English as an additional language.

The group open five days a week during school term times, sessions are from 9.00 until 12.00

Three full time and two part time staff work with the children. Over half the staff have an early years qualification. Two staff are soon to be undertaking training to NVQ level two and three.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Child Okeford Preschool provides good quality care for children aged two years to five years. The staff plan and organise the day, the children are able to choose their play. There is also time for structured play with key workers. However, care needs to be taken to ensure there is space available to meet children's needs effectively. The group make good use of their outside play area to enable children to explore, investigate and enjoy physical play. The organisation of policies and procedures is good and supports the staff team.

Staff are aware of safety requirements and promote a safe environment through supervision, although they need to be aware of child protection procedures.

Staff promote children's health appropriately with adequate hygiene and dietary requirements met.

Staff meet the children's individual needs well and all children participate in activities and feel included and supported.

An excellent range of toys and equipment is provided that is clean and safe. The children play enthusiastically with a balanced selection of interesting activities both indoors and outdoors. Staff engage children in activities to develop their all round abilities.

Staff are positive role models, they respond well to children, giving clear guidance and praise.

Good relationships are established with parents and staff; and parents are kept informed through daily discussions with their child's key worker. Parents feel confident to discuss any issues or concerns they may have.

What has improved since the last inspection?

not applicable

What is being done well?

- There is an excellent range of equipment to provide stimulating activities and play opportunities, with freedom to select further accessible resources.
- The group accommodate and support children with special needs extremely well. They ensure each child is supported, encouraged, included and valued, and has the opportunity to reach their potential.
- Children respond well to the staff who give clear guidance and praise. The children eagerly take part in planned activities appropriately and behave well.
- Staff have good relationships with the parents and make information available to them. The parents are confident and clear about how their children are being cared for and feel able to talk to staff.

What needs to be improved?

- the organisation of resources and equipment to ensure space is used effectively;
- staff's understanding of the procedure to be followed in the event of a child protection concern.

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	organise resources and equipment to ensure space is used effectively
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

Child Okeford Pre-school offers good quality nursery education, where children are making generally good progress towards the Early Learning Goals (ELG's). Progress in knowledge and understanding of the world and personal social and emotional development being particular strengths.

Teaching is generally good. Staff are familiar with the ELG's and offer good support and questioning to extend children's learning and understanding. Staff manage children's behaviour very well, they apply a calm and consistent approach to which children respond well. They use praise and encouragement well as a strategy to support the children. Planning appears complicated, which could make it difficult to follow for all staff, however, the person in charge and staff appear to be clear about how the planning works for them. The environment is small and consideration needs to be given to how furniture is organised, to ensure children can access all areas effectively.

Leadership and management is very good. The committee have a clear understanding of their role, and support staff well in administrative tasks. They demonstrate a commitment to improvement, by assessing the training needs of staff, and encouraging the staff to attend regular training opportunities and offering support for them to do this. Staff and committee are committed to improvement, they have clear aims, they plan ahead, and look to the future development of the pre-school to meet the needs of the community and the children.

The relationships established with parents are generally good. They are provided with good information about the setting, and are given clear information about the early years curriculum. They are encouraged to share information about their child, to help staff establish a clear understanding of the child's and families needs. However, parents have little information about planned activities, which restricts their involvement in their child's learning.

What is being done well?

- Children's personal social and emotional development is very good. Children are confident independent learners. They relate well to each other and the staff within the setting.
- Staff manage children's behaviour well, they set clear and realistic boundaries, and apply a calm and consistent approach. They make good use of praise and encouragement to boost children's self esteem, and encourage a caring attitude towards each other.
- Children have very good opportunities to explore and investigate, and are developing enquiring minds. They are noticing changes in natural objects, using all their senses, and developing good descriptive language as a result

of these activities. They have good opportunities to use ICT equipment.

What needs to be improved?

- the organisation of equipment and resources, to offer children adequate space to explore their environment successfully, and utilise all areas within the pre-school effectively.
- children's independent access to books, to enable them to develop good book handling skills, extend their enjoyment of books and promote a confidence and belief in themselves as readers.
- the challenges set in mathematics to ensure that, through practical activities, children develop an awareness of simple calculation.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

The first key issue related to including regular opportunities for children to recognise letters of the alphabet by shape and sound. Children now have opportunities to recognise their own names, and alphabet posters and examples of writing styles are included at the writing table. There is opportunity to further extend the use of children's name cards, to challenge older or more able children.

The second key issue related to the use of physical play equipment for climbing and balancing. The children have access to outdoor climbing equipment that belongs to the school, which offers opportunities for balancing, climbing on, over and through. A small piece of climbing equipment is available within the pre-school playground, and additional balancing beams are available at all times.

The third key issue related to the children's access to ICT equipment, this is now a strength of the setting. Children have regular independent access to a computer with age appropriate programmes, children are developing good skills in controlling the mouse. They also have access to other items of ICT equipment throughout the pre-school including role play areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident independent learners. They select their own resources and equipment with confidence and competence. They manage personal skills well, some children are able to put on and remove outer clothing, with little adult support. They enjoy using resources to help staff with tasks. Children are learning to manage their behaviour well, supported by the calm and consistent approach of staff. They are supported in developing a caring attitude towards others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good opportunities to use mark making in everyday activities throughout the setting, they are encouraged to write their own names on their pictures and drawings and develop their emergent writing skills. Many children are developing their own personal signatures. Children communicate well with each other, and with adults. Children enjoy stories and rhymes, but lack opportunities to develop independent book handling skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills, counting objects in everyday situations to numbers up to 10 and beyond. They are becoming confident in recognising, naming and identifying the properties of 2D shapes. Children's interest and understanding in number could be further encouraged by increasing the use of numbers within the environment. Opportunities for children to use simple calculation during planned and everyday activities needs to be extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good skills of observation. They have many opportunities to observe and explore both natural and manmade materials, making observations of changes over time, for example, when growing flowers and vegetables. Children have good opportunities to use ICT equipment. They use simple computer programs well, developing good hand eye co-ordination. Children are establishing a good understanding of their own community, and are beginning to developing an awareness of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a good range of small tools with increasing control. They have good opportunity to develop fine motor control, and most children demonstrate good pencil control when writing and drawing. They are able to steer and direct ride on toys with increasing control and accuracy. They are able to navigate around a pathway, negotiating their own space, avoiding obstacles and controlling their speed with increasing skill. They have good opportunities to practice climbing and balancing skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have good opportunities to develop their awareness of colour and texture. They select their own materials for collage and have opportunities to explore the properties of paint when mixing colours with their hands. They use their imagination well in art and craft activities, giving detailed explanations to the pictures they have drawn. Children are not fully extending opportunities for developing their imagination through role play.

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

- Organise furniture and equipment to ensure that it maximises space available to allow children to explore all areas of their environment successfully.
- Increase opportunities for children to develop an awareness of simple calculation during practical and planned maths activities.
- Encourage children's use of books, to develop their independent book handling skills.

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.