



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 133624

INSPECTION DETAILS

Inspection Date 09/12/2004
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Peach Tree Pre-School
Setting Address The Old School House
Hornton CP School, Church Lane
Hornton, Banbury
Oxfordshire
OX15 6BZ

REGISTERED PROVIDER DETAILS

Name The Committee of Peach Tree Pre-School 1038272

ORGANISATION DETAILS

Name Peach Tree Pre-School
Address Garden Cottage
Mollington
Banbury
Oxfordshire
OX17 1BD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Peach Tree Pre-School is a voluntary sector setting managed by a committee of parents and carers. It opened in 1991 and serves the rural communities around the village of Hornton in Oxfordshire.

The pre-school operates from two rooms within the village primary school and there is access to an outdoor play area. There are currently 20 children on roll, of whom 7 children are in receipt of nursery education funding. A maximum of 13 children attend at any one time.

The pre-school is open on four days a week during school term times, from 09.15 to 11.45 and then from 12.45 to 15.15 on Tuesday, Thursday and Friday. Children can stop for an optional lunch club. On Monday, the pre-school opens from 12.45 to 15.15 only.

The pre-school employs five staff, of whom three have early years qualifications.

How good is the Day Care?

Peach Tree Pre-School provides good quality care for children. The manager of the setting is well-qualified in the field of early years and she provides strong leadership and guidance for the staff. Documentation relating to the pre-school is all in order, apart from one omission, and staff organise paperwork efficiently. There are clear guidelines for the induction of new staff, including appropriate vetting procedures. The operational plan works well and sessions run smoothly. Staff make very good use of the space and resources to provide children with a stimulating environment. There is a plentiful range of toys and equipment to support children's learning.

Staff place a high priority on maintaining children's safety and they address potential hazards they identify in risk assessments. Staff promote good hygiene and ensure areas where children eat are clean before use. They use meal times for social interaction with the children and have a positive attitude to healthy eating. Staff follow appropriate guidelines when children have occasional accidents and they look after children who are unwell. Staff are aware of how to address child protection concerns.

Children really enjoy their play at the setting. They are eager to be involved in the broad range of activities on offer. The staff plan methodically and in some detail, to

ensure they cover all areas of development. Staff provide good levels of care to individual children and they understand the processes involved in caring for children with special needs. They manage children's behaviour well. The children are learning about not only their own culture, but also some aspects of the wider world. They use resources that promote diversity in a positive way.

The partnership with parents is good. Staff are welcoming to parents and make themselves available to talk at the start and end of the sessions. Parents are keen to express their satisfaction with the high levels of care their children receive.

What has improved since the last inspection?

The pre-school was required to introduce greater security to prevent unauthorised persons entering the setting or children leaving unsupervised. In partnership with the primary school, a security system with an access code is now on the main door. The premises are now safe and secure for the children.

What is being done well?

- Staff make good use of the indoor space to create a stimulating and visually attractive environment. They use many examples of children's creative work to make eye-catching displays.
- Staff manage children's behaviour well. They act as good role-models to the children and they have a number of common strategies for dealing with unwanted behaviour. They praise the children frequently and offer them explanations, encouraging the children to think about the consequences, for example thinking they may be sad if a Christmas bauble is broken.
- Children play with good quality toys and equipment at the setting. Resources are stored in labelled boxes and children can self-select some items. Staff frequently take photographs of activities which they present to the children in small booklets inviting their interest and comments.
- Staff provide parents with lots of good quality information about the care and education at the pre-school. They make very good use of notice boards to share information, which includes photographs and explanations of activities. Staff bring to the attention of parents recent and relevant findings in early years research.

What needs to be improved?

- the detail regarding children's hours of attendance in the registration documents.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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>
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<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
2	Ensure that registration documents reflect the children's actual hours of attendance.

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.