



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144301

DfES Number: 581390

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Pamela Woodhouse

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pamphill Pre-School Nursery
Setting Address	Pamphill First School Pamphill Green, Pamphill Wimbourne Dorset BH21 4EE

REGISTERED PROVIDER DETAILS

Name	The Committee of Pamphill Pre-School Nursery
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ORGANISATION DETAILS

Name	Pamphill Pre-School Nursery
Address	Pamphill First School Pamphill Green, Pamphill Wimborne Dorset BH21 4LE

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

Pamphill Pre-school Nursery opened over 20 years ago and is registered to care for 26 children aged two to under five years. The provision is an integral part of Pamphill First School which is located on the outskirts of Wimborne and operates from the school hall. The nursery serves the local and surrounding areas.

There are currently 21 children aged from two years nine months to under five years on roll. This includes seven funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and those for whom English is an additional language.

The nursery opens five days per week term time from 9:00 until 11:45.

One full time, two part time staff and a parent work with the children. One member of staff has a post Graduate Certificate in Education and the other an early years qualifications to NVQ level three. The third member of staff is currently working towards a recognised qualification to NVQ level three. The setting receives support from the Early Years Development and Childcare partnership (EYDCP).

How good is the Day Care?

Pamphill Pre-school Nursery provides good care for children.

The setting is very well presented and welcoming to children and their parents. There is a high adult: child ratio and coupled with the imaginative use of space and wide range of resources gives children good play and learning opportunities. Staff are committed to increasing their skills and knowledge through training and regular staff meetings, which means that they are familiar with current practice. Documentation is comprehensive and clear, however, policies are not shared with parents and the child protection statement is incomplete. Records are accurately maintained.

Staff have a high regard for children's safety and well-being. They take positive

steps to ensure that resources and premises are safe by conducting risk assessments to identify and remove hazards. They raise children's awareness of good health and hygiene practice through activities, topics and everyday routines, and by ensuring that children's snacks are healthy and nutritious.

Each child has a key worker who observes how they are progressing and how they can be moved on in their development and learning. This means that their individual needs are known and that activities can be planned to ensure that they provide appropriate challenges and stimulation. Staff foster children's independence and self confidence by encouraging them to make their own decisions and by reflecting on their personal achievements. The children are responsive to staff and respectful of their peers and adults.

The staff have established a very good partnership with parents. They keep them informed about their children's progress and include them in their learning. Parents have commented about the staff's willingness to work with parents for the benefit of the children.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that all staff are aware of potential signs and symptoms of abuse. This has been addressed by staff undertaking child protection awareness training and ensuring that they are familiar with nursery policy. This means that they are now able to recognise potential signs of abuse and the steps they must take to protect children.

What is being done well?

- The setting is organised very well and the comprehensive operational plan is put into practice effectively. There are regular opportunities for staff to update their skills and knowledge through in-house and external training and all are aware of policies and procedures. This means that they are well prepared and know what their roles and responsibilities are.
- The high adult: child ratio and key worker system ensures that children are well supervised and that their individual needs can be met. Staff are motivated, and, through their positive approach and knowledge of each child, help to raise their confidence and self esteem.
- The children are stimulated and challenged through a range of well planned activities and resources. They show sustained interest in their play and learning and are encouraged to think through and try out their own ideas.
- Staff have established a very good relationship with parents who comment that they are very satisfied with the level of care and education that their children receive. They are encouraged to share in their children's learning by contributing to activities and liaising with staff about their progress.

What needs to be improved?

- statement of procedures for child protection
- sharing of policies with parents.

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
13	Ensure that child protection procedures include action to be taken in the event of allegations of abuse made against staff.
14	Ensure that policies are shared with parents, and where appropriate, include details of the regulator.

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

How effective is the nursery education?

Pamphill Pre-school Nursery is of high quality and children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are enthusiastic, know the children well and have a very good rapport with them. They encourage them to think for themselves by setting appropriate challenges and through effective questioning. They approach the management of behaviour very well by maintaining a calm, gentle and consistent approach to which children respond positively. Staff take joint responsibility for planning and each take responsibility for monitoring a different area of learning which means that activities are critically evaluated. The curriculum is well planned and activities provide interest and stimulation, challenging the children's developing skills in all six areas of learning. Children have opportunities to make some free choice from a wide range of resources, however, they do not always have a free choice of planned activities. Staff regularly assess children's individual progress, however, the assessments are not always used to plan the next stage in their learning. They create individual play plans to support children who have specific needs, these are regularly reviewed to monitor their progress.

The setting receives very good leadership and management. The management team are committed to continual improvement. They are supportive to staff and provide regular in-house and external training opportunities to update their skills and knowledge. Staff and the effectiveness of the education provision is monitored through evaluation of activities, regular team meetings and individual appraisals.

Partnership with parents is very good. They receive comprehensive information about the educational provision and are actively encouraged to help with their children's learning, for example, the reading book scheme. They regularly exchange information about their children with staff and the management team.

What is being done well?

- Children are happy, confident and show a sustained level of interest in their activities. They have very good relationships with adults, responding well to their praise and encouragement and play cooperatively with their peers.
- Children enjoy the challenges of discovering their own environment and the wider world. They also have good opportunities through a range of planned activities and resources to experience everyday technology and using tools and materials to create their own structures.
- Staff use effective teaching methods to involve and motivate the children to learn. They know the children particularly well and provide appropriate support to help them progress.

- There are very good links with the First School of which the nursery is an integral part. This ensures that there is consistency in areas of learning, for example, maths and communication, language and literacy. Children are familiar with some school routines which aids their smooth transition into school.

What needs to be improved?

- use of assessments of what the children can do to plan the next steps in their learning
- opportunities for children to make their own choice from planned activities.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The management have ensured that staff have been given opportunities to continue to develop their knowledge and skills through regular in-house and external training. All members of staff have undertaken training in several areas and one is currently undertaking training to gain a recognised child care qualification. This means that on successful completion all staff will have recognised early years qualifications.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested, motivated and keen to explore their environment. They display good levels of concentration and are very confident to try out new experiences. Their independence is developing through play when they have freedom to choose what they want to do and through daily routines such as dressing to play outside. They are beginning to develop relationships with adults and with their peers, taking turns, sharing and playing cooperatively.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers and are able to talk about and discuss their activities with adults and with their peers. They enjoy experimenting with words which are new to them and thinking of words to rhyme with others, for example, hat, mat. Children enjoy listening to stories, handle and use books very well and are beginning to understand that print has meaning. They have good opportunities to develop their writing skills through their activities, for example, tracing and drawing.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to develop their numeracy skills, for example, they can count, sort and calculate simple problems. They recognise written number from wall displays and are able to identify simple shapes. They enjoy practising counting, for example, counting how many children are present and in number rhymes and songs. They are beginning to understand and use mathematical language to describe and compare different objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are introduced to different cultural experiences and traditions through a range of topics such as celebrating festivals and exploring different foods. They regularly explore their local environment to investigate nature. Children enjoy designing and making models from a range of materials, using different tools and mediums to join materials together. They are developing an understanding of information, communication and technology through daily use of the computer and other resources.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children negotiate their own space, moving around safely and confidently, avoiding obstacles. They have regular opportunities to climb, balance and run which helps to develop their coordination skills and to use a range of small and large equipment and tools which they handle confidently and competently. Children learn about their bodies and the effect exercise has, for example, feeling their heart beat faster after running and through activities which raise awareness of healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to explore colour and texture to create two and three dimensional pictures using a variety of media, for example, a collage of the seaside included seaweed and shells. They play imaginatively and use resources to represent what they want them to be, for example, two children used constructa straws to make a tool to stop aliens buggies. Children enjoy free expression when playing musical instruments, acting out favourite stories and familiar roles.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- use the children's assessments to plan the next steps in their learning
- give children opportunities to make their own choices from the planned 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.