



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135979

DfES Number: 536129

INSPECTION DETAILS

Inspection Date 12/01/2005
Inspector Name Sue Davey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crossbow Preschool
Setting Address St. Peters Church Hall
School Road
Frampton Cotterell
South GLos
BS36 2DA

REGISTERED PROVIDER DETAILS

Name The Committee of Crossbow Pre School (2)

ORGANISATION DETAILS

Name Crossbow Pre School (2)
Address St. Peters Hall
School Road,
Frampton Cotterell
South Glos
BS36 2DA

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

Crossbow 2 Pre-school has been running since 1971. It is one of two pre-schools in the village of Frampton Cotterell and is managed by a joint voluntary parent committee. The pre-school operates from the village hall and a maximum of 24 children may attend at any one time. Sessions are from 09.15 to 12.00 each weekday, during school term-time. Afternoon sessions are occasionally offered. The children have access to a small enclosed garden.

There are currently 41 children aged from 3 to under 5 years on roll. Of these, 39 receive funding for nursery education. The pre-school supports children with special educational needs and who speak English as an additional language.

The pre-school employs five members of staff on a full or part time basis. The full time leader and three staff hold relevant early years qualifications. All staff have a number of years experience in childcare.

How good is the Day Care?

Crossbow 2 Pre-school provides a good standard of care for children. The experienced staff team are well organised and offer an adult to child ratio which exceeds minimum standards. They are well supported by the voluntary parent committee who are responsible for management of the group. The premises provides adequate space for a wide range of activities and very good use is made of the small outside area. There is an extensive range of toys and equipment that provide a good balance of play experiences and positive images of diversity. The comprehensive operational plan provides a sound framework for the day to day running of the pre-school.

There is good provision to keep children safe. The risk assessment identifies potential hazards and a daily safety check is carried out. All staff are trained in first-aid. A record is kept if any medication is given. However, medication forms do not contain the necessary detail. Children receive nutritional snacks and a drink during each session. Staff are aware of child protection procedures, although some

staff have not attended up to date training.

Staff plan a wide range of interesting and suitable activities to help children make progress in all areas of learning. Staff interact well with the children. They extend their learning by asking questions to make them think and providing sufficiently challenging resources. Staff have a consistent, firm but positive approach which children respond to with very good behaviour. Children with special needs are particularly well cared for.

Staff build good relationships with parents and key workers keep them informed of their child's progress. Parents are encouraged to be involved with the group through committee work and helping in the sessions. They are asked for specific information to make sure that children are cared for according to their wishes. A number of events throughout the year give parents the opportunity to see what their children do in pre-school.

What has improved since the last inspection?

There are no recorded actions or recommendations to report on.

What is being done well?

- Staff have many years of experience in childcare. They present a stable and consistent staff team who work well together.
- The range of activities and resources provide a good balanced curriculum. Children take part in both energetic and quieter activities. They particularly enjoy planting and tending flowers and vegetables in the garden.
- The care of children with special needs is very good. The Special Educational Needs Coordinator (SENCO) prepares an individual educational plan and holds regular reviews with parents. She liaises with the Area SENCO and other professionals as necessary.
- The snacks provided are varied and nutritious. The pre-school has achieved a Healthy Eating Award for its efforts in promoting health and nutrition for children.

What needs to be improved?

- staff's knowledge of child protection issues to ensure their skills are up to date and to take account of the latest government guidelines
- the information obtained from parents when medication needs to be administered to make sure enough detail is provided.

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

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
7	Review and update medication forms to meet necessary criteria should it be necessary to administer medication to a child.
13	Update staff's knowledge of child protection issues.

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

How effective is the nursery education?

Crossbow 2 Pre-School provides a high standard of nursery education overall. Children make very good progress towards the early learning goals.

Teaching is very good. Staff have good knowledge of the stepping stones. They plan suitable activities and provide a wide range of resources to cover all areas of learning. Staff constantly observe the children and record significant stages of development. This information helps them to plan further activities. Staff interact well with the children and ask questions to make them think. Their knowledge of the children helps them to provide more challenging activities as appropriate. Staff encourage children to develop and extend their own ideas. Good support is given to children with special educational needs. They help children to explore topics centred around a favourite story and find books to support a child's particular interest. However, encouragement for children to be more creative is limited. Staff have a consistent and fair approach to behaviour management which has a positive effect on the children.

Leadership and management is very good. The management committee are very supportive of staff. They meet with the leader on a regular basis. Training is provided as required and staff appraisals are carried out each year. The leader talks with staff regularly to discuss children's development and evaluate activities. Her experience and style of working with children is a good example to staff.

Partnership with parents is very good. Regular newsletters and informative displays tell parents about future events and what topics are being explored. Parents are encouraged to help with the sessions and find out what children are learning. One Saturday a year, staff open the pre-school to parents and other family members who do not otherwise have the opportunity to see what their children do each week. Parents are encouraged to share specific skills, contribute towards the topic or help on the committee.

What is being done well?

- Excellent use is made of the outside area. Children plant and tend a variety of flowers, herbs and vegetables. Planting potatoes enabled them to practise cross-curricular skills. For instance, it allowed them to observe, measure, photograph, draw, harvest, cook and taste.
- Staff give good support and encouragement to help children develop their writing skills. They provide appropriate materials and acknowledge their pretend writing as an important stage in their development. Children enjoy adding pictures and writing to their individual work books.
- The support for children with special educational needs is very good. The special educational needs coordinator (SENCO) meets regularly with the

Area SENCO and parents. There is good liaison with other professionals and individual plans identify achievable targets to help children make progress.

- The leader is a very experienced and skilful practitioner. The longstanding staff team are evidence of the positive working relationship between leader and staff. They provide consistency and continuity for children and parents.

What needs to be improved?

- the emphasis placed on children's creative work to support and encourage them further.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection when they were asked to consider: (1) developing a system to enable children to select equipment and resources. (2) continuing to explore the possibility of providing opportunities for outside play.

(1) Records show that staff gave considerable thought to developing a system for children to select resources although they are restricted by a lack of storage space. Prior to snack time children now choose a book to look at from a wide selection. After snack, table top toys are put out and children can negotiate with each other which table they wish to play at. A wide range of resources are set out each session and children are free to play where they choose. Staff are always looking for ways to give children as much choice as possible.

(2) After much negotiating and many letters of appeal the group obtained permission to have a fence erected, proving a small but delightful outside area for the children. The garden is well used to give children the opportunity to plant and grow things and enjoy many activities out of doors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in the activities provided and are eager to play. They choose resources from a wide range and participate in small and large group activities as well as independently. They persevere with tasks, sit quietly to listen to a story, and confidently answer questions. Children are happy and well settled. They form good relationships with each other and staff. They are learning to consider the needs of others and are well behaved. Most children manage their own personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good conversational skills. Simple sign language is used when appropriate, to help all children communicate their needs and sing songs. Children describe what they are doing and often link it to home experiences. They enjoy story time and looking at books independently. Reference books are used well. Children can read their own name and sound initial letters of some words. They write with a purpose, such as making a shopping list in role-play or putting their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematics throughout the daily routine and as part of many activities. They show a concept of money when playing shops; they calculate how many children need a snack and they sing number songs. Most children count accurately up to 10 and recognise some numerals. They learn about volume and adding more or less when weighing cooking ingredients. They measure and record plant growth and understand big, medium and little. Children can identify and name simple shapes from a book.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities indoors and outside teach children about the natural environment. They grow flowers and vegetables and hunt for insects in the garden. Children find out about their local area and the wider world through topic work. They learn about technology by playing with programmable toys, calculators and photographing each other. The consistent routine helps children to understand time. For example, a child explained that they go to the table for a snack after tidy-up time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are physically active and use a wide range of equipment. They run, jump, crawl through tunnels and clamber on the climbing frame. Children are developing spatial awareness. They find a space to sit down and push wheeled toys managing to avoid bumping into others. Children learn about healthy eating and the need for hand washing. They manipulate small items such as threading beads. They work with malleable materials and handle scissors safely. Children are developing good pencil control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children follow instructions to complete craft activities prepared by staff. They paint, draw and use collage materials freely but there is scope to extend this further. They build with various construction toys and sometimes, large boxes. Children engage in complicated imaginative play. They assume a role and use associated props. They often act out a familiar story. Children join in with singing and action rhymes. They dance, play instruments and listen to different styles of music.

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 the following:
- give children support and encouragement to further develop their creativity.

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.