



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106278

DfES Number: 520054

INSPECTION DETAILS

Inspection Date 08/03/2005
Inspector Name Janet Butlin

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Whitchurch Pre-School
Setting Address Whitchurch CP School
School Road, Whitchurch
Tavistock
Devon
PL19 9SR

REGISTERED PROVIDER DETAILS

Name The Committee of Whitchurch Pre-School 617071

ORGANISATION DETAILS

Name Whitchurch Pre-School
Address Whitchurch CP School
School Road, Whitchurch
Tavistock
Devon
PL19 9SR

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

Whitchurch Pre-school has been registered for over 25 years and has operated from its present site, in the grounds of Whitchurch Community Primary School, since 1994. The setting is run by a committee of parents and is a member of the Pre-school Learning Alliance.

The group has sole use of the building when operating and shares the premises with a toddler group and an after-school club which is managed by the same committee. There is a secure outdoor play area.

The pre-school opens five days a week during school term times from 09.15 to 11.45 and is registered to care for up to 26 children aged from two to five years. There are currently 23 children enrolled, 14 are three-year-olds and four are four-year-olds in receipt of funding. The group supports children who have special educational needs. There are no children who have English as an additional language. The after school club runs from 15.20 to 18.00, Monday to Friday for up to 15 children aged from five to eight years.

The setting has 11 members of staff working across all aspects of provision. Eight have relevant childcare training, one is qualified to the equivalent of NVQ level three, two are qualified teachers. One member of staff is training towards NVQ level three and one towards level two.

Support is provided by the Devon Early Years Development and Childcare Partnership and the Foundation Stage Advisory Teacher.

How good is the Day Care?

Whitchurch Pre-school and the after-school club provides good quality care for children. There are secure systems in place to ensure the suitability of persons caring for children and all are experienced in providing sensitive and thoughtful care. The organisation of the provision is satisfactory and there is a secure system of registering attendance. However there are inconsistencies in ensuring appropriate

qualification levels are maintained. A very good range of activities are planned and children enjoy learning and playing alongside their friends, well supported by sensitive staff. They have free access to an extensive range of good quality resources which are available to them throughout the session. They are presented within a light and bright environment which is well organised for play and where the children's work is attractively displayed. The setting has all the necessary facilities.

Sound attention is given to safety and protecting children from hazards. The premises are secure and entrance to the provision is monitored. Fire drills are routinely practised but they are not routinely recorded. There is satisfactory attention to health and hygiene and all necessary consents are in place. However the after-school club does not use an effective method to ensure parents countersign records of accidents. Good emphasis is given to the provision of healthy snacks and children are able to access a drink whenever they want one. The group have a good understanding of equality of opportunity and child protection issues and staff have undertaken training in this area. Children with special needs receive good support and staff are experienced in liaising with supportive agencies. Children are well behaved and polite and receive appropriate praise.

There is a good partnership with parents who, as well as helping to manage the group, are able to stay and help at sessions. All regulatory documentation is in place although some require improvement and updating.

What has improved since the last inspection?

Good progress has been made with the actions arising from the previous inspection. All have been completely addressed and the impact on the provision has been positive. The entrance is now secure and permission has been obtained from parents for the seeking of emergency medical advice or treatment if necessary. Policies to do with complaints, behaviour management and child protection have been appropriately improved.

What is being done well?

- A very good range of equipment and good quality resources are used well to promote learning.
- A light, bright and welcoming environment is created.
- Worthwhile and stimulating activities are planned and provided.
- Children are polite and their behaviour is managed sensitively and well.

What needs to be improved?

- documentation; the information for parents to ensure it is accurate and up to date, fire drills in the pre-school to ensure they are recorded, recording accidents in the after-school club, ensuring entries are countersigned by parent or carer and the procedure to be followed in the event of a child becoming lost

- staff qualifications to ensure there is always a level three qualified person on site.

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
2	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification and ensure that there is always a level three member of staff available for every pre-school session
14	Ensure information for parents regarding the provision is accurate and develop systems to ensure that parents consistently countersign records of accidents; ensure fire drills are recorded and develop a procedure to be followed in the event of a child becoming lost.

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

How effective is the nursery education?

Whitchurch Pre-school offers high quality nursery education where children are making very good progress towards the early learning goals in all areas of learning. Children are confident, well behaved and are personally independent. Particularly strong emphasis is given to personal, social and emotional development, knowledge and understanding of the world, communication, language and literacy and mathematics.

Teaching is very good. The staff have a secure understanding of the Foundation Stage which enables them to plan an interesting and stimulating range of practical activities. The pre-school has children attending who have special educational needs and there is an effective system in place to provide good support. There are no children attending who have English as an additional language. The assessment of children's learning is effective and is used well to plan the next steps in their learning. These assessments are regularly undertaken, interesting to read and have regard to the early learning goals in their content but are not clearly referenced to the areas of learning. This means that it may not be entirely clear to parents how their children are progressing through the stepping stones of the Foundation Stage. The setting has a good range of equipment to cover all areas of learning and these are used well to promote learning.

Leadership and management are very good. The committee and staff reflect on their practice and seek support from Devon Early Years Development and Childcare Partnership and the Foundation Stage Advisory Teachers. There is a very good partnership with parents who are closely involved with the running of the group. They regularly participate in sessions and have frequent opportunities to talk about their children's progress.

What is being done well?

- Children are enabled to explore and investigate interesting resources and learn about the natural world.
- Children are polite, well behaved and able to concentrate well at their chosen activities.
- Good emphasis is given to the sounds that letters make and sounds within words.
- Children's mathematical development is supported effectively during their free-play and naturally arising situations.

What needs to be improved?

- information to parents regarding the Foundation Stage and the assessment

system to make it clearer how children's progress relates to the areas of learning.

What has improved since the last inspection?

The group have made very good progress with the key issues arising from the previous inspection and all have been completely addressed. This has had a positive impact on the children's learning. Exploration of letter sounds and rhyme is now given appropriate emphasis and there are many opportunities for children to make marks in a variety of situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the setting confidently and settle quickly to play. They greet their playmates enthusiastically and share popular resources good naturedly. They are able to concentrate for substantial amounts of time at their chosen activities. Many children are developing good personal independence and gain great satisfaction from successfully mastering putting on their own coats. They are enabled to learn about their own, and other, cultures in meaningful contexts.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are many opportunities for the children to make marks and write for a variety of purposes in their play, for example, taking notes in role-play or attempting to mark their paintings with their name. They are keen to discuss events in their lives and speak in groups. They use and enjoy books both for stories and also for reference purposes when comparing objects on the nature table. Very good emphasis is given to the sounds that letters make and children are encouraged to recognise rhyme.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Good use is made of everyday situations to consolidate and extend children's mathematical understanding. They order and sort various objects and are encouraged to recreate patterns. They are able to count and also to match the number of children present to the number of cups required for snack time. Stories, such as the Three Bears, are used effectively to help children think about size and capacity and they enthusiastically count down on their fingers as sausages go bang in their counting song.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating the features of an extensive collection of natural materials. They use magnifying glasses to look more closely and are keen to ask questions. They have observed tadpoles, plants and natural materials and have linked them to the changing seasons. Good use is made of the local environment to extend children's understanding of the world about them. There are many opportunities to design and make from a range of different materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Satisfyingly large amounts of play-dough effectively develop children's small muscles as they pummel, roll and pound the pieces together. They manipulate small tools such as glue-sticks and operate and use real tools in wood-work very carefully. They show a good awareness of space as they dance and move around the setting and they are able to practise climbing and balancing on appropriately challenging apparatus very regularly, both indoors and out.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy exploring texture and shape and delight in describing the treasures they discover in the sand. They look closely at colour and this interest extends to their enjoyment of paint and applying colours to paper, observing how they blend. The children enjoy music and listen carefully to the tune, thinking about how it makes them feel. They dance confidently and gracefully. Imaginative role-play is frequently enjoyed, for example, in the home-corner or with small-world toys.

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 improving the following:
- improve the information to parents regarding the Foundation Stage and develop the assessment system to make it clearer how children's progress relates to the areas of learning.

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.