Office for Standards in Education

COMBINED INSPECTION REPORT

URN 314597

DfES Number: 515462

INSPECTION DETAILS

Inspection Date	15/02/2005
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cherry Burton Pre School
Setting Address	The Village Hall Main Street Cherry Burton Beverley North Humberside HU17 7RF

REGISTERED PROVIDER DETAILS

Name	The Committee of Cherry Burton Pre School

ORGANISATION DETAILS

Name	Cherry Burton Pre School
Address	The Village Hall Main Street Cherry Burton East Riding of Yorkshire HU17 8BH

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000; and Section 122 of the School Standards and Framework Act 1998

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

Cherry Burton Pre-School is a committee run provision that offers sessional care. It was registered approximately twenty four years ago. It operates from a village hall in Cherry Burton, which is a village near to Hull. The main hall, kitchen and toilets are used for childcare purposes. A maximum of twenty-four children under the age of five may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:00 hours, term time only. The is a rear outdoor area available for outdoor play.

There are currently thirty-one children aged from two and a half to four years on roll, of these, twenty children receive funding for nursery education. Children attend from the village and surrounding areas. The pre-school currently supports children with special needs.

The nursery employs four staff. One member of staff has a early years qualification to level two and the other staff members are currently working towards a level three qualification.

How good is the Day Care?

Cherry Burton Pre-School provides satisfactory care for children. Staff create an orderly and stimulating environment and make good use of staff, space and resources, which help children feel safe and secure. However, there is no clear leadership and management in place, induction procedures are not devised, staff do not meet qualification ratios and staff suitability checks are not up-to-date. Staff value and respect children as individuals and are very successfully in acknowledging and meeting their differences, needs and special needs.

Staff have a high level of awareness of all risks to children's safety and children are kept safe and free from harm. They are very active in promoting good hygiene and take some positive steps to promote the children's health. Children are provided with regular food and drink. It is nutritious and successfully meets with special dietary requirements. It also gives children opportunities to sample foods associated with

current themes and different countries.

There is a stimulating and wide range of furniture, equipment and toys that challenge children and promote learning in all areas. These are appropriate for their purpose and used well by staff. Children can easily access the toys and play materials from a range of low tables. There is very good interaction between the staff and children. The staff know the children well and the children are settled, confident, independent and relate well to each other. The staff have a sound understanding of behaviour management and children behave well and are familiar with routines and expectations.

The staff are very friendly and approachable. They develop good relationships with the parents, share information regularly and work together to meet the child's needs. Parents are welcomed into the setting to share their expertise and skills and there are good systems in place to keep them well informed on the setting and the children's care. Most documentation is held appropriately.

What has improved since the last inspection?

Most of the actions raised at the previous inspection have been fully addressed. Staff have successfully improved children's safety by devising and implementing a record system, regarding registering staff and children's attendance. They have devised procedures to follow should a child become lost or parents fail to collect them, and they have fitted appropriate locking systems to the storage cupboard and the outside gate. The staff have taken some steps to improve the children's health and have ensured all staff are familiar with the medicine administration procedure, however not all parents are fully aware of this procedure. An action plan has also been drawn up and implemented to ensure staff would obtain the necessary qualification ratios, however there was a delay in accessing the courses and qualifications have not yet been obtained.

What is being done well?

- There is very good interaction between the staff and children. Children are motivated and interested in the activities and staff support them well, encouraging their confidence and learning through further exploration and problem solving. For example, some children go on to modifying their activities, sustaining interest in them for long periods of time and creating their own ideas.
- Staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to ensure the physical environment is safe and secure and children are kept safe and free from harm. Risk assessments are regularly undertaken, emergency evacuation procedures are practiced and recorded. The premises is fully secure and effective systems are in place to ensure the safe arrival and collection of children.
- Staff are very active in promoting the needs of children that have special needs. They work effectively with both parents and other relevant parties and take positive steps to promote the children's welfare and development. All

children are included in the setting.

- The staff have a sound understanding of behaviour management and use appropriate strategies to meet the differing levels of understanding with children. For example, staff have all recently completed up-to-date training on behaviour management and they consistently give clear messages about how children should behave, using praise and encouragement and talking to children about what is inappropriate.

What needs to be improved?

- the organisation of the setting to include, the appointments of an appropriately qualified person-in-charge and a deputy, staff qualifications meeting the required fifty percent minimum ratio, up-to-date suitability checks being completed and an induction procedures being devised
- the medication and sickness policies, to include clear details regarding the administering of medication and procedures if children become ill at the setting and how these are shared with parents
- the complaints policy, to include the regulatory bodies name and contact details.

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.)

Since April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure that all the required checks are completed	01/03/2005

	on all staff and committee members.	
2	Ensure there is a named person-in-charge and a deputy who is able to take charge when the person-in-charge is abscent, and provide an action plan, that includes timescales, detailing how they will meet the required qualification, relevant skills and experiences.	01/03/2005
2	Provide an action plan that includes timescales, on how staff will meet the required minimum qualification ratios.	01/03/2005
2	Ensure an induction process, which includes health and safety and child protection policies in the first week, is devised.	01/03/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	Extend the sickness policy to include procedures for staff to follow if a child becomes ill whilst at the setting, and ensure there are clear procedures regarding the administration of medication in place, and these are shared with parents.
12	Extend the complaints procedure to include Ofsted's name and contact details and make this available to parents.

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

How effective is the nursery education?

Cherry Burton Pre-School provides overall, generally good provision for children. The children make very good progress in most of the six areas of learning. They make generally good progress in creative development.

The quality of teaching is generally good. Staff have a very good understanding of how children learn and challenge them effectively. They plan a stimulating range of activities that are linked to the early learning goals. However, planning lacks sufficient detail for practitioners to make best use of it. Staff manage children's behaviour very effectively and fully support children that have special educational needs. They assess and record children's progress. However, the collating of observations and other evidence is infrequent and the next steps in the children's learning are not always clearly identified.

The leadership and management is generally good. Management staff have recently left and there are currently no named members of staff in a leadership role. However, despite the qualification ratio's not being met, the staff are aware of the aims of the setting and achieve them in practice because they are experienced and have a very good understanding of how children learn. Staff plan and provide a stimulating range of activities and experiences. There is a strong team spirit and they show a strong commitment to improving the care and education through the welcoming and implementing of advice from the local authority mentor, and through attending numerous training courses. There are limited systems in place to regularly evaluate the strengths and weakness of teaching.

There are very good partnerships in place with parents. Clear information is provided about the educational provision. Staff take good account of the needs of parents to help them understand the Foundation Stage. They value and respect parents and fully encourage them to be actively involved and share their expertise in their children's learning.

What is being done well?

- Planned practical activities effectively challenge and help children develop skills needed for counting. For example, staff effectively ensure the children are regularly encouraged to say numbers in the correct order, recognise numerals and count different groups of children, as part of their circle/registration time.
- Children's physical, social and emotional development is very good. Children are very confident, eager to participate on their own as well as in groups and there behaviour is very good.
- Staff effectively help children to become aware of the local environment. They provide many first hand experiences. For example, children are able to

go on walks in the village and regularly visit the library bus and visitors and speakers are welcomed into the setting.

- Staff show respect and understanding of the role of the parent in the children's learning. For example, parents are invited and successfully contribute to the education of the children by taking part in a daily parent's rota. Those with specialised skills such as Dentistry, are also invited in to share their knowledge and expertise with the children.

What needs to be improved?

- the planning, to incorporate sufficient detail for practitioners to make best use of the activities and experiences, to promote the learning of children
- the assessment system, with regard to evaluating the children's progress and development more frequently, and including the next steps in learning
- the monitoring and evaluation of teaching practice, to inform children's learning
- opportunities for children to express and communicate spontaneously, using a widening range of tools and materials.

What has improved since the last inspection?

The setting has made generally good progress in response to the two previously raised key issues.

Through discussion and documentation staff demonstrate they have successfully developed their assessment system to ensure children's progress is monitored. Staff now collate and transfer their assessments of children's knowledge, understanding and skills into a Foundation Stage booklet which clearly lists the stepping stones, early learning goals and when this was achieved by the child. However, weaknesses, for example, only collating this evidence once a term and not always identifying the next steps in the children's learning, may result in limited improvements in the children's learning.

Through discussion and documentation. For example, medium planning, staff demonstrate they have successfully developed systems to indicate which early learning goal the children are working towards. However, as planning does not always incorporate sufficient detail for practitioners to make best use of activities this may limited the impact of this improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are very confident and talk freely about their home and community. They are enthusiastic, very motivated to learn, and are able to select resources and work independently. More able children display high levels of involvement in activities and some children persist for extended periods of time at an activity of their choosing. Children are developing understanding that people have different needs, feelings and views.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children interact very well with others. They use talk to gain attention and initiate conversation and show awareness of the listener. They are able to use speech very well to organise and explore real and imagined experiences and connect ideas. Children are developing understanding that print carries meaning. Some four-year-olds are able to link sounds to letters, name some letters of the alphabet and use a pen effectively, forming recognisable letters and writing their names.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Four-year-old children can count confidently up to nine saying one number for each item and are able to recognise corresponding numerals. They use language confidently to describe and compare some shapes, size and positions and are developing an understanding of simple calculation through number rhymes and songs. More able children are developing mathematical ideas to solve problems, e.g. children decided that two sets of wheels at the bottom of a vehicle would help their vehicle go faster.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children are able to find out and look closely at living things and objects they observe, using their senses appropriately. They are developing skills in designing and making, and are finding out and able to talk about their environment and about past and present experiences, through activities such as visiting the library bus and discussing the weather. Children are developing an awareness of everyday technology and demonstrate very good skills in completing simple programmes on a computer.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move freely. They are able to adjust their speed and change direction very confidently. They demonstrate increasing control when using a range of small equipment and malleable materials, for example, scissors, rolling pins and when exploring play-doh. Photographic evidence demonstrates they have regular opportunities to develop co-ordination with large equipment, e.g. bikes and climbing equipment. They are developing a good understanding regarding the importance of staying healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to differentiate colours and are able to explore texture, space in two and three dimensions. They show an interest in the way musical instruments sound through regular planned activities and sing simple songs and rhymes from memory, in some cases beginning to sing tunefully. They use their imagination very well in most areas of the setting. There are limited opportunities for children to express and communicate thoughts spontaneously through a widening range of materials.	

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

- develop the planning, to incorporate sufficient detail for practitioners to make best use of the activities and experiences, to promote the learning of children
- develop the assessment system, with regard to evaluating the children's progress and development more frequently and including the next steps in learning
- devise and implement systems that monitoring and evaluate teaching practice, to inform children's learning
- provide opportunities for children to express and communicate spontaneously, using a widening range of tools and materials.

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.