



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146008

DfES Number: 522028

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Sue Stuart

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Shrewton Pre-school
Setting Address Shrewton Primary School
High Street, Shrewton
Salisbury
Wiltshire
SP3 4DB

REGISTERED PROVIDER DETAILS

Name The Committee of Shrewton Pre-school

ORGANISATION DETAILS

Name Shrewton Pre-school
Address Shrewton Pre-school
Shrewton Primary School, High Street,
Shrewton, Salsibury
Wilts
SP3 4DB

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

Shrewton Pre-school operates from the Shrewton Primary School site in the village of Shrewton, Wiltshire. The pre-school has sole use of a room attached to the school hall. The pre-school serves the local rural area.

There are currently 23 children from three to five years on roll. This includes two funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 09.00 to 13.00.

Two full time and four part time staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership . Members of staff take part in externally run professional development courses.

How good is the Day Care?

Shrewton pre-school provides good quality care for children. The pre-school offers a warm, attractive and child friendly environment. The pre-school is well organised to allow effective use of equipment and toys. Staff are deployed well and work in appropriately sized groups. Staff have relevant childcare qualifications and access local childcare training courses. Documents are clear and accurate, all regulatory procedures are in place and are stored securely in the office.

Staff promote good hygiene practices and a good level of risk awareness means the children are safe and secure, however the risk assessment procedures are informal. Children's individual needs are particularly well met and staff have a consistent and sensitive approach to the welfare of all children. Staff discuss any issues of concern with parents and promote anti-discrimatory attitudes with the children they care for. Staff are aware of their responsibilities with regard to child protection issues.

Staff provide a broad range of appropriate practical activities that promote children's development. They ensure children are involved in interesting and exciting play and learning opportunities both inside and outside. Suitable strategies for managing behaviour are in place, children behave well and understand what is expected of them.

The pre-school has good relationships with parents. The brochure gives detailed information about the setting. Regular newsletters keep parents up to date with current information and events.

What has improved since the last inspection?

At the last inspection the setting agreed to obtain parental permission to seek emergency medical advice or treatment. The document is in place and implemented.

What is being done well?

- There is a comprehensive operational plan. Staff have a good understanding of regulatory procedures. Staff are committed to on going training and development.
- Staff plan a wide range of interesting, suitable activities, including daily access to a variety of physical activities for all children.
- Staff listen to, and are involved and interested in the children's' play. They have a consistent approach to managing behaviour and praise and encourage their efforts.
- The children have access to a good range and variety of toys, resources and books and are able to select own activities.
- There is a strong emphasis on meeting children's individual needs. Children with special needs have additional support to help them take part in everyday activities.
- The pre-school has good relationships with parents. Staff provide regular reports and information on children's development and achievements. Newsletters and a notice board keep parents up to date with current events.

What needs to be improved?

- the children's safety in regard to the security of the outside gate
- the development of risk assessment procedures.

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
6	Ensure the premises are secure.
6	Develop risk assessment procedures.

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

How effective is the nursery education?

Shrewton Pre-school offers generally good quality education where children enjoy learning through a wide range of interesting activities. Children make generally good progress towards the early learning goals.

Teaching is generally good. The key strengths are due to the interaction of staff engaging in conversations with the children and developing their independence. Staff's knowledge and understanding of the early learning goals enables them to plan an appealing and appropriate range of activities. However plans do not always indicate what the children are learning and this leads to missed teaching opportunities in some areas. All children are constantly encouraged to express their ideas and thoughts verbally, for example encouraging four year olds to take turns and speak and listen while working in a small group. Children behave very well in response to the high expectations and positive support of staff. The pre-school has a good range of equipment to support learning, including the effective use of computer programmes to support special needs teaching. The organisation of furniture and resources allows the children to make choices and move around freely.

Leadership and management is generally good. Much of the success of the setting is due to the dedicated partnership between the committee and play leaders. This ensures a shared understanding of good early years practice. However, there is limited monitoring and evaluating of the provision for nursery education. Staff work well as a team to improve standards and develop their own skills.

The partnership with parents and carers is very good. Parents are well informed about events and topics. Parents are given opportunities to be involved and share in their child's learning. An informal system of exchanging children's progress and achievement is in place.

What is being done well?

- Children's personal, social and emotional development is excellent. They are confident, interested and able to work on their own. Behaviour is very good.
- Staff teaching for children with special educational needs is very good. Some excellent work was carried out on a one to one basis and all staff are aware of the children's individual needs.
- An excellent range of physical activities and good teaching in this area ensures that children's progress in physical development is very good.
- Partnership with parents is very good as parents are given full information about their children's time at the pre-school, including the curriculum. Parents are encouraged to be involved with their children's learning.

What needs to be improved?

- planning in order to show the learning objectives in all six areas of learning.
- staff's evaluation and monitoring for the programme of learning.
- opportunities for children to compare and solve practical problems and to explore and investigate for themselves during structured activities.

What has improved since the last inspection?

The pre-school has made very good improvement since the last inspection. The introduction of the new assessment system ensures children's progress is recorded appropriately. Access to the adjacent school hall and the pre-school playground has given all children the opportunity to develop their physical skills. The enhancement of the personal, social and emotional programme has ensured positive development across all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They confidently express their experiences and ideas with each other and staff, for example during imaginative domestic role-play situations. Children work well independently choosing activities, and selecting materials for their pictures and putting away their work. Behaviour is very good. Children show self-control while they wait for turns on the obstacle course and line up to go outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children are confident speakers and engage easily in conversations with each other and with adults, for example during circle time. They develop their reading skills as they choose and look at books. Children have many opportunities to link sounds to rhymes for example 'put your finger on your ear'. Most children recognise, and some can write, their names. They make marks and practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children learn to count and use numbers during every day activities. They are beginning to learn about addition and subtraction through effective use of action rhymes. They learn about shape and size through practical activities, and also positional language while taking part on the obstacle course. However, there were few opportunities for children to compare objects, and to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about themselves and the local environment through relevant topic work. They show curiosity while magnifying objects, however there were few chances to explore and investigate during planned activities. They develop construction skills in two and three dimensions and use ICT resources to support learning. They talk about the past and present events in their own lives and about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Children have daily opportunities to develop physical control for instance participating in an obstacle course. They learn how to move confidently with control and co-ordination and show awareness of space both outdoors and indoors. They have a wide range of equipment to develop their skills to handle a variety of tools and materials for example using playdough and cutters, and pencils and crayons for a variety of purposes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development. They have many opportunities to learn and explore through their senses for example smelling and tasting fruit, and playing musical instruments. They express their ideas freely through a good range of activities such as role-play in the home area, sharing and making a meal. Children have many opportunities to learn about and explore colour for instance while painting.

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

- improve plans by adding learning objectives to ensure children progress through all six areas of learning
- develop the evaluation and monitoring process for the programme 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.