



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305356

DfES Number: 516987

INSPECTION DETAILS

Inspection Date 12/11/2003
Inspector Name Ron Goldsmith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tarvin Pre-School Nursery
Setting Address Heath Drive
Tarvin
Chester
CH3 8LS

REGISTERED PROVIDER DETAILS

Name Tarvin Pre-School Nursery 701643

ORGANISATION DETAILS

Name Tarvin Pre-School Nursery
Address Beech House
Chapel Bank, Kelsall
Tarpoley
Cheshire
CW6 0QS

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

The provision is situated in a mobile classroom in the grounds of Tarvin CP school in a village location. It is registered to provide care for up to 24 children. It has ample natural light and is warm and welcoming to children. In addition to a large activity room the provision has a separate quiet room area, office, store room, kitchen and toilets. There are six members of staff, most of whom are DPP qualified. There are no children attending who speak English as a second language and 1 child attending who has been identified with special needs.

How good is the Day Care?

Tarvin Pre-school Nursery provides good care for children.

The staff work well together as a team. Regular staff meetings are held and staff plan an interesting and stimulating range of activities which help children learn and progress. Children are interested and want to participate in the play and activities provided and they are encouraged to make choices about play and learning. Children are encouraged to be good and staff manage behaviour positively.

Staff have a secure knowledge and understanding of their role within the setting. Staff organise and utilise resources well to the benefit of the children attending the nursery. It would be beneficial to develop further work which ensured that children are appropriately grouped .

A good range of stimulating range activities is provided. Staff follow plans which have been devised to meet early learning goals. Opportunities are created for staff to make appropriate observations and help children to progress. Children know the boundaries for behaviour and respond well to requests to tidy away toys and prepare for the next activity

The staff work well in partnership with parents and others who have an interest in the welfare and development of children. Effective systems in place for keeping parents informed about their children's progress.

Good mechanisms for ensuring confidentiality are maintained and records are easily accessible and stored securely. There are good systems for ensuring records are shared with parents.

What has improved since the last inspection?

Since the last inspection the provision has devised a clear written complaints procedure which identifies the role of Ofsted in investigating complaints.

What is being done well?

- The premises are clean and generally well maintained - they offer opportunities for activities to be provided to promote children's development.
- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which are easily accessible to them.
- Children are encouraged to be good. Staff underpin this by being attentive to the needs of children, they listen to what children say and respond appropriately.
- Written policies and procedures are concise and easy to understand.
- Effective systems in place for keeping parents informed about their children's progress and parents are provided with a wealth of information about the setting. Parents are involved in activities within the setting.

What needs to be improved?

- Ensure that the assessment records are used to effectively prepare future planning to meet the needs of children.
- Ensure all emergency escape routes are kept clear and that they will open easily.

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
3	Ensure that the assessment records are used to effectively prepare future planning to meet the needs of children.
6	Ensure all emergency escape routes are kept clear and that they will open easily.

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

How effective is the nursery education?

Children in Tarvin Pre-School are making generally good progress towards the early learning goals. They are making very good progress in communication, language and literacy and mathematical development.

Teaching is good, with some aspects of very good. Staff are enthusiastic in their approach, which has a positive effect on the children's behaviour. A good range of stimulating and challenging activities are provided, which promote the children's learning and development. The staff give clear directions and they manage the children's behaviour well, in a positive atmosphere. Long term and short-term plans have been established and make clear reference to the early learning goals. However, short-term plans are not always focused on how children will reach the intended learning outcome. This needs to be further developed and linked to the children's assessment sheets.

Leadership and management is very good. The supervisor works hard to develop an effective staff team and is committed to improving the care and education for all children. Regular staff meetings contribute to good communication and decision-making. The key-worker system enables staff to co-ordinate information on their group of children and share this with staff and parents, maintaining consistency and continuity of children's development.

The partnership with parents and carers is very good. Parents are kept informed about their child's progress on a daily basis and through newsletters and parent meetings. Parents are encouraged to be involved with the nursery and there is a rota for parent volunteers to support the setting on a daily basis. Children's assessment sheets are shared with parents and topic planners displayed. Parents are aware of the key-worker system and know who their child's key-worker is.

What is being done well?

- A good range of challenging activities are provided which meet the needs of all children. Children are interested and work in groups and independently, with good support from the staff.
- The strong leadership and staff's enthusiastic approach ensures good team work. Staff create a positive environment, fostering the children's self-confidence and motivating them to learn.
- The good programme for number work provides children with mathematical skills which they pursue throughout the day.
- Valuable opportunities are provided for children to develop their language and literacy skills, helping them to make good progress exploring words and attempting to write.

- The friendly partnership with parents and carers is beneficial to the well-being of the children and assists overall learning.

What needs to be improved?

- the provision of a wider range of resources reflecting positive images of disability and gender
- the short-term plans to be further developed with links to the learning intentions, setting out the activities, resources, grouping of children and staff deployment to be used. Also to include any adaptations needed for specific groups or individual children
- the children's social and communication skills to be developed by providing more opportunities for children to talk and contribute their ideas, especially during group discussions.

What has improved since the last inspection?

Since the last inspection the nursery has made good progress. They have introduced a variety of styles of music for the children to listen to, and use for dance and movement. Staff appraisal has been introduced to monitor the quality of teaching and staff use self-appraisal forms. The term's activities are evaluated at team meetings and in-house staff training sessions are organised.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children are learning to be considerate to others and share and take turns during activities. They are forming good relationships with adults and children. They tidy away and attend to their personal hygiene, demonstrating reasonable levels of independence. Children sit and concentrate during at discussion and register time. However, more opportunities need to be provided for children to speak in a familiar group and contribute their ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. Children are encouraged to use language for thinking and reflection. Children learn about past events and the staff use questioning to expand the children's language. Children are learning to recognise their name with name cards, and older, more able children are encouraged to practise forming letters. Valuable activities are provided to help children learn that print carries meaning and paper and pencils are provided during practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children make very good progress in this area. Many children can count reliably to 10 and more and well-planned activities, such as the 'ladybird line', help children to recognise and match numerals. Staff promote the use of mathematical language and related language and children learn about shape, position and size through organised activities. There are occasionally missed opportunities, during planned activities, to further develop the children's understanding of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children's progress in this area is generally good. Children make good use of the computer and with staff support complete simple programmes. Children learn to identify features in the place they live through local visits and links with the community. Planned activities help children learn about their own culture and those of others. A range of resources reflect different cultures. However, a wider range of resources reflecting positive images of disability and gender needs to be provided.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children move confidently around the room and have many opportunities to develop manipulative skills, using a range of tools and construction toys. They learn to skilfully use a knife to spread butter when making their sandwiches at snack time. Planned activities help children learn about health and bodily awareness. Outdoor play enhances their balancing and co-ordination. However, limited resources restrict their climbing skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children choose from a range of media, such as play-dough, water, sand and collage, enabling them to explore colour, texture and 2 or 3 dimensional form. The children's imagination is fostered well through role-play, such as the 'Post-Office'. Children listen to a range of music throughout the daily routine and they explore sound and sing songs from memory during planned music sessions.

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

- provide a wider range of resources reflecting positive images of disability and gender.
- continue to develop short-term plans and link any adaptations needed according to the children's assessment sheets.

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.