



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133065

DfES Number: 518006

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Charlotte Jenkin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pepper Pot Bathford Pre School
Setting Address Dovers Park
Bathford
Bath
BA1 7UB

REGISTERED PROVIDER DETAILS

Name Pepperpot Bathford Pre-School 1035101

ORGANISATION DETAILS

Name Pepperpot Bathford Pre-School
Address Dovers Park
Bathford
Bath
Avon
BA1 7UB

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

Pepperpot Pre-school is an established committee run group serving the community of Bathford, on the edge of Bath.

It is registered for up to 24 children aged 2 to 5 years of age and is open term-time from 09:15 to 11:45, with up to 3 afternoon sessions on Monday, Wednesdays (summer term, rising 5's) and Thursday 13:00 to 15:00. There are currently 15 funded three-year-olds and ten funded four-year-olds on roll. The group supports children with special educational needs, and with English as an additional language.

The group has fund raised to enable them to have their own new purpose built, sole use building which stands in it's own grounds with enclosed garden adjacent to the village school.

How good is the Day Care?

Pepperpot Bathford Pre-School provides good care for children.

Pre-school staff create a bright, stimulating child friendly environment for children and parents, with space well organised into clear learning areas. Children confidently visit these and explore the activities on offer. Good staff deployment and adult to child ratios mean children are well supervised, and supported during activities. There is a vast range of equipment that helps children's development in all areas, and children have access to some toys to initiate their own play.

Staff are very aware of their responsibilities regarding children's safety and daily checks minimise risks to children. Staff practice suitable hygiene routines, although this is not consistently encouraged with the children. There are good arrangements to ensure staff are aware of children's dietary needs and these are well catered for. Staff give parents advice on healthy eating and appropriate storage of lunches. Staff have a clear working knowledge of child protection issues, although duties are not clearly available to parents, and children's existing injuries are not recorded.

Staff plan an excellent range of stimulating activities for the children. They interact well with them and respond to their interests. They are excellent role models for children and treat one another and the children with respect. All children are included in the activities and routines of the pre-school and staff support for children with special educational needs is very good.

Staff liaise closely with parents regarding the care of their children and respect their wishes. They receive detailed information regarding the policies and routines for the group and have regular exchanges of information regarding children's progress. There is a strong parent rota and they are given good information on how to support children during activities. All documentation is in order, although registration arrangements for visitors lack detail.

What has improved since the last inspection?

At the last inspection the group agreed to ensure child protection statement includes procedures for if an allegation is made against a staff member, conduct a risk assessment of the premises, and to confirm the registered person details.

The pre-school now has a clear procedure in place for if an allegation is made against a member of staff, which protects the welfare of the children attending the setting. Annual risk assessments are now carried out. These identify potential risks to children and include action taken to minimise these and ensure children's safety. The registered person details have been confirmed and will be updated as and when necessary.

What is being done well?

- Staff plan an excellent range of stimulating free play and structured activities that help children make very good progress in all areas. Staff interact very well with the children during activities, and respond to children's interests, asking them questions to extend their thinking skills. Children relate well to staff and peers and are engaged in purposeful play.
- Children attending the pre-school are respected as individuals and included in all activities and routines of the nursery. There is a good range of toys and equipment that promote positive images of diversity in children's daily play.
- Support for children with special educational needs is very good. Staff liaise closely with parents and outside agencies to gain advice in supporting children's development consistently. Individual education plans are set up with achievable targets, and children's progress is regularly monitored and reviewed.
- Staff are excellent role models for children. They treat one another and the children with respect and are calm and consistent in their manner. Children's behaviour is, therefore very good.
- Staff liaise closely with parents regarding the care of their children and respect their wishes. They receive detailed information regarding the policies and routines for the group and have regular exchanges of information

regarding children's progress.

What needs to be improved?

- arrangements for recording times of arrival and departure for visitors
- staff's promoting of hygiene practices with the children
- arrangements for ensuring parents are aware of the pre-school's duties regarding child protection, and for recording children's existing injuries.

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 | Ensure staff promote suitable hygiene practices consistently with the children. |
| 13 | Ensure child protection duties are shared with parents and children's existing injuries are recorded. |

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

How effective is the nursery education?

Pepperpot Bathford Pre-School is an acceptable provision, of high quality where children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good knowledge of the early learning goals and demonstrate this in their interaction with the children during activities and use of open ended questions. Planning is clearly linked to the stepping stones and staff know exactly what children are expected to learn from activities, as well as including ideas to extend more able children. Activities are stimulating and interesting and engage children's interests. Children are well challenged, and more able children extended well through both planned and routine activities. Staff support children's transition to school well, and they have a very good knowledge of where children are at in their learning.

Leadership and management is very good. The committee supports the staff team well and enables them to access good training and development opportunities. The well established staff team communicate well and share all responsibilities, including monitoring children's development in curriculum areas. Staff develop confidence in identifying their own strengths, as well as areas for development, and evaluate activities well. Staff assess the provision and identify areas for improvement, for example in developing children's independence in selecting books.

Partnership with parents is very good. Parents receive detailed information regarding the pre-school curriculum implemented and are kept up to date with the current themes for learning. They have access to activity plans, as well as photos of their children at play. Parents and staff have regular informal exchanges of information regarding their child's progress and parents are actively encouraged to view their child's records and comment on these. Parents are actively involved in their child's learning.

What is being done well?

- Children are happy and confident in the pre-school and relate extremely well to staff and peers, forming good friendships with others.
- Staff support children's transition to school well. They have close links with the local primary school and have use of the school field. Staff take children on visits to their new class and the reception teacher visits the pre-school to read stories to the children. Children become familiar with their new environment.
- Staff have a very good knowledge of where children are at in their learning. They observe children at play, keep evidence of children's work and achievements and create a portfolio of children's progress during their time at

pre-school. These are clearly linked to the stepping stones and used to inform future planning, and this is successful in moving children on to the next stage in their learning.

- Parents are actively involved in their child's learning through a strong and supportive parents rota, which enables them to see their child's learning in progress. Parents are given good information on how to support children during activities, as well as how to support their learning at home.
- Evaluations of activities determine their success, both with respect to children's interest and participation and whether children achieved the learning outcomes of activities and are linked to assessments of children's progress.

What needs to be improved?

- children's independence in selecting and using books to locate information.

What has improved since the last inspection?

Pepperpot Bathford Pre-School has made very good progress since the last inspection.

At the last inspection the pre-school agreed to organise large group activities better to ensure children are well supported and encouraged to listen and take part.

They also agreed to ensure children understand the importance of looking after their environment and to encourage all children to take part in tidying up.

The pre-school was also asked to use everyday situations such as snack time to develop children's practical mathematics.

Large group activities are well organised and children have plenty of staff support. Children sit and concentrate and take part in group discussions, for example at story time and registration. All children are encouraged to help tidy up after using toys and equipment, and children take part in this well and work co-operatively to achieve this, for example helping one another carry the mats after physical play. Staff use routine activities such as snack to develop children's mathematical skills well, for example in offering problems for the children to solve, counting cups and pieces of fruit.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the pre-school with confidence and seek out their friends to sit with. They are very eager to explore the activities on offer and show increasing independence in carrying out activities and complete self-chosen tasks. Children show concern for themselves and for others, and develop good turn taking skills, waiting patiently for their turn. Children become aware of behavioural expectations in the setting and are confident in telling peers not to do something that harms them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use speech with confidence when talking about what they are doing during activities. They use a widening range of vocabulary when speaking and use expression and gestures to make their meaning clear. Children listen attentively to stories and are eager to join in. More able children become aware that print carries meaning and recognise some familiar words, for example their names, and know that the writing at the top of the book is the 'title'. More able children write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and request number games and rhymes. Children count up to 15 objects confidently and recognise numerals 0 to 9 out of sequence. Children solve simple problems during routine activities, for example snack time, and more able children confidently say one more than a given number. Children sort objects according to similarities and make their own patterns during painting. They show interest in shapes, use language to describe 2D shapes and make pictures with them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and explore a wide range of natural objects, for example shells, cones and feathers. They talk about what they see and feel and use their senses well. Children observe change over time, when growing sunflowers, and water them and talk about the changes that are happening. Children show interest in construction materials and select materials and join them together using various methods. They develop skills in operating programmable toys and simple computer programmes.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move with confidence, both indoors and outdoors, and negotiate space well. They move in a range of ways, for example running and crawling, and can stop. Children jump off the high climbing frame with ease and land well, and develop good balancing skills. Children show an awareness of healthy practices and observe the effects of activity on their bodies, and say, for example 'my heart goes really fast'. Children demonstrate increasing control using various writing implements and tools.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children explore what happens when they mix colours and paint detailed pictures, for example animals, and think carefully about what they want to represent on paper. They freely communicate their ideas through drawing, painting and collage and talk about what they are trying to do. Children join in favourite songs and enjoy joining in action rhymes. They explore sounds made with musical instruments and tap out simple rhythms with them. Children use their imagination well in role play.

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, however consideration should be given to improving the following:
- develop children's independence in selecting and using books to locate information.

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.