



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143098

DfES Number: 519697

INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Helen Hunt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Barton St David Pre-School
Setting Address	The Village Hall Church Lane BARTON ST DAVID Somerset TA11

REGISTERED PROVIDER DETAILS

Name	The Committee of Barton St David Pre School
------	---

ORGANISATION DETAILS

Name	Barton St David Pre School
Address	The Village Hall, Church Lane Barton St. David Somerton Somerset TA11 6BS

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

Barton St David Pre-school is situated in a spacious village hall which is in the village of Barton St David Somerset. The hall is used by other groups and therefore the staff have to put away some of the furniture and equipment but they are able to display children's work and create a welcoming environment. The children also have access to an outside tarmac area and a playing field with fixed equipment.

The Pre-school is committee run and has been operating since 1974. The children attending come from Barton St David and other surrounding villages. Opening times are 09:00 until 12:00 and a lunch club operates from 12:00 until 13:00. The setting provides for children who has special educational needs and English as an additional language. Most of the staff hold an early years qualification. There has been no recent involvement with regards to support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Barton St David Pre-School provides satisfactory day care for children.

Children are provided with a broad range of planned activities which stimulate and challenge them. They are lively and enthusiastic and their behaviour is well managed.

The accommodation is spacious and staff use displays well to brighten up the environment.

Staff are well qualified and experienced and have good relationships with the children. The equal opportunities policy is outdated and needs to be brought in line with inclusion. Staff have a satisfactory knowledge of child protection but need to have access to local procedures. Children's records are well maintained and organised.

Attention is paid to ahealth and safety and actions resulting from risk assessments

are promptly actioned. Good hygiene practices are taught to the children at snack and toileting times.

Partnerships with parents are good and they are kept well informed of their children's progress via daily feedback and seeing children's folders. Premises are kept secure and there is an effective system for the arrival and collection of children.

What has improved since the last inspection?

At the last inspection the group was set several actions which have all been met

They were required to have systems for recording significant incidents and seek consent for emergency medical care. These systems are now in place.

Checks were required to be made to ensure that staffing records were complete and staff were required to attend first aid training. Three staff have attended training in 2002 and staffing records have been updated.

A further visit required a risk assessment of the premises to be carried out. This has been done and safety issues addressed.

What is being done well?

- The range of planned activities for the children is extensive and children are challenged by these.
- Behaviour is well managed and staff work as a team to have a consistent approach to this.
- Parents are welcomed into the group and share information about their children.
- All records and paperwork are well maintained and updated.

What needs to be improved?

- the groups statement on equal opportunities and commitment to inclusion;
- access to information about child protection issues;
- the range of resources which promote disability.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	review the Equal opportunities policy to ensure all children are valued and included and extend resources which promote disability.
13	ensure staff have access to a copy of the local area code of practice for child protection.

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

How effective is the nursery education?

Barton St David Pre-School provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

Children are making very good progression in three areas of learning; personal social and emotional development, communication language and literacy and mathematical development. In knowledge and understanding of the world, physical and creative development, they are making generally good progress.

The quality of the teaching is generally good.

Staff have a secure understanding of the Foundation Stage and use this to plan and deliver a broad range of activities. Staff have high expectations of the children and skilfully develop children's language, by maintaining a dialogue with them and asking questions which make them think and talk about what they are doing. Staff provide some free play opportunities but planned, directed sessions take up the largest part of the session. The children are extensively challenged particularly in literacy. Observations and assessments are used to inform planning of any individual needs of the child and parents are provided with good feedback opportunities.

Leadership and management is generally good.

Staff are well qualified and experienced and meet regularly to plan. The nursery education is effectively monitored through evaluation of activities and by assessing children's progress towards the early learning goals. Although self assessment takes places, insufficient sources of information are gained to inform this. Relationships with outside support agencies are being re-established.

Partnerships with parents are very good.

Each parent is given detailed information about the group in the prospectus. Very good feedback opportunities are offered to parents on the progress of their child. Good links between home and the provision are offered by the use of "Home record books" and information on how parents can be involved in their child's learning.

What is being done well?

- Teacher directed sessions extensively challenge the children and extend learning.
- Planning is thorough and well linked to the early learning goals.
- Children are confident, settled and well behaved.
- Partnerships with parents are effective and parents are very well informed about their child's progress.

What needs to be improved?

- the amount of time allocated to free play in order to develop creativity and imagination.
- the range of sources used to inform the settings evaluation of their educational provision.

What has improved since the last inspection?

There were no key issues arising from the previous inspection but there was one point for consideration. This was to create a clearer linkage in planning between learning outcomes and activities.

Very good progress has been made, Planning is now very clearly linked to the early learning goals and a checklist is used to ensure that all areas of learning are covered in long term plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic to attend the group and are confident to contribute to group discussions. They show respect for each other by listening and taking turns. Children behave well and understand simple rules and obey them. Children are very familiar with their own community and show respect for other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very advanced writing and reading skills. They communicate verbally with confidence and use an extensive range of vocabulary. Children are able to write recognisable letters and can read words and simple sentences.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count to 10 and beyond in a wide range of contexts. They understand the principles of addition and subtraction and use mathematical vocabulary to describe their findings. They are able to compare numbers and can see that different combinations of numbers can be used to make up the same numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a wide range of living things and can identify their differences and similarities. They have a good understanding of the area in which they live and the roles of people within the community. Some opportunities are provided for children to design and construct but these are limited and often teacher directed.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy playing with a range of resources and equipment and demonstrate good levels of co-ordination and control. Children handle tools and equipment with confidence. They are aware of their own bodies and understand the need to keep fit and healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use a wide range of musical instruments with confidence and enthusiasm. They are confident to express their views about different materials and resources in craft work. Some opportunities are provided for free design and use of imagination, but insufficient time is given to free play.

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 more opportunities for free play sessions where children can design construct and explore for themselves.
- Seek additional sources of information to enable the effective evaluation of the educational provision.

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.