



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219204

DfES Number: 585587

INSPECTION DETAILS

Inspection Date 09/12/2003
Inspector Name Heather Jeanette Knox

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Clapham Pre-School (Bedford)
Setting Address King George 6th Playing Field
High Street
CLAPHAM
Bedfordshire
MK41 6BS

REGISTERED PROVIDER DETAILS

Name The Committee of Clapham Pre-School 1023729

ORGANISATION DETAILS

Name Clapham Pre-School
Address King George 6th Playing Field
High Street, Clapham
Bedford
Bedfordshire
MK41 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

Clapham Pre School opened in 1971. It operates from a port-a-cabin adjacent to the village hall in the village of Clapham. The group have full use of the building which has two rooms, toilets and a kitchen. There is also a fully enclosed outdoor play area. The pre school serves the local area.

There are currently 32 children from 2 to 5 years on roll. This includes 20 funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens every morning from 0915 until 1145 and Monday, Wednesday and Thursday afternoons from 1245 until 1515, term time only.

Five staff are employed to work with the children. Between three and four staff work every session depending on the number of children attending. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Clapham Pre School provides a good standard of care for children.

The setting has a good organisation plan and effective policies and procedures which are followed by the staff. The key worker system ensure all children are given individual attention and staff maintain regular assessments on the children. The staff provide a warm and welcoming environment which is well used to make children feel secure and settled, although the sky lights leak water into the room when it rains.

A broad range of equipment is available to the children to cover all ages of development. Low level storage enables the children to use their own initiative and develop their independence skills.

A wide range of activities are planned for all age groups to provide the children with an interesting and stimulating environment which the children clearly enjoy.

There are concise health and safety policies and staff are vigilant about the children's safety. Staff ensure good hygiene practices are maintained, and encourage the children to wash their hands after messy play and before eating their snack. Staff are very aware of children's diets and allergies although children do not have ready access to drinking water.

Staff treat all the children as individuals and have respect for different backgrounds. They give good support to children with special needs and liaise closely with the families and external agencies involved with the child. Staff act as good role models and set clear rules which they quietly and patiently reinforce.

Parents are warmly welcomed by the staff and receive comprehensive information about the setting. Documentation is well organised to support the management of the setting, although staff do not have a formal induction procedure and parents do not give written permission should the group need to seek emergency medical treatment.

What has improved since the last inspection?

At the last inspection the group agreed to review their complaint procedure, consider the grouping of the children when large numbers are present and ensure committee details are forwarded to Ofsted. All policies and procedures have now been reviewed. The plans show the grouping of children for set activities and all required committee details are forwarded appropriately to Ofsted.

What is being done well?

- The staff activity promote equal opportunities with the children through resources, activities and discussions. They seek advice and support from the parents by inviting them into the group to share their knowledge.
- The staff set age appropriate boundaries for the children and encourage them to develop a clear understanding of right and wrong. They encourage the children to learn to share and take turns.
- Children with special educational needs or for whom English is an additional language are given good support. Effective use is made of the key worker system to meet individual children's needs.
- Staff are very aware of children's individual dietary needs and requirements and they provide the children with an interesting range of nutritional snacks.

What needs to be improved?

- the children's access to fresh drinking water,
- the sealing around the sky lights to prevent water coming into the playroom,

- the documentation to ensure parents give written permission for emergency medical treatment,
- the induction procedure for staff and volunteers.

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
2	produce an induction procedure for new staff and volunteers,
4	ensure that repairs are carried out to the skylights to prevent water leaking into the playroom,
7	request written permission from parents for seeking emergency medical advice or treatment,
8	ensure children have ready access to fresh drinking water.

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

How effective is the nursery education?

The provision for nursery education at Clapham Pre School is of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the foundation stage and positively interact with the children to extend their knowledge and understanding. They are fully involved with the children and actively engage with them in their play. Staff set clear rules and boundaries. Clear and comprehensive plans are in place which cover all the areas of learning. Regular assessments are carried out on the children which are linked to the six areas of learning. Staff use the information gained from these assessments to set future targets for the children. Staff have access to a wide range of resources which they effectively use to support children's learning. However, there could be more opportunities for children to independently use the book corner, use their imaginative skills for song and dance, and to introduce mathematical vocabulary.

The leadership and management of the pre school is very good. The setting benefits from strong leadership and a good supportive staff team. Staff and committee meet regularly to discuss the organisation of the group. Staff have regular appraisals to look at their strengths and weaknesses and future training needs. Systems are in place to help monitor the quality of the educational provision.

The partnership with parents and carers is very good. Parents are kept informed of on going information via newsletters and the notice boards. Staff encourage the parents to be involved with their child's learning by coming into the group and taking home library books. Staff talk to the parents at the beginning and end of each session and complete a home link book. Parents are also invited in for consultation afternoons.

What is being done well?

- Children's personal, social and emotional development is well fostered. Staff give good support to the children to help them develop their confidence and self esteem.
- Staff work well together as a team. They are aware of their individual roles and responsibilities and effectively support each other during the session.
- Parents are fully involved with the group and receive comprehensive information about the group and events and activities. They are offered regular opportunities to discuss their child's development and progress towards the early learning goals.
- Staff plan a wide range of activities and provide an interesting and stimulating environment for the children.

What needs to be improved?

- the children's independent use of the book corner,
- opportunities for children to use their imaginative skills in dance and drama,
- children's introduction to and the use of mathematical vocabulary such as 'more than', 'less than' and 'same as '.

What has improved since the last inspection?

The pre school has made generally good progress since the last inspection and this has had a positive effect on the children. The group have extended their plans and clearly show the grouping of the children and include extensions for the more able children. Plans include directions for staff and prompts for questions to extend children's knowledge. Resources have been purchased to help the formation of letters. Children have taken part in 'experiments' and have recorded their observations onto a chart. Mathematics is given good priority although regular routines are still not always effectively used to extend knowledge.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with each other and the adults in the room. They are happy and settled in the group and enjoy playing with their friends. Children are able to share and take turns, for example when playing lotto and bouncing on the trampoline. They are beginning to understand right from wrong. Children are developing their independence skills and self confidence as they select resources from low level storage, put on their aprons and wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident at recognising their names when they arrive and at snack time. Older children are able to write their name on their work. Children have a good understanding that print has meaning as they read addresses on their envelopes and note the clear labels on the wall displays. They have valuable opportunities to make marks in their free play and in structured activities. Children enjoy listening to stories but do not often independently use the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of numbers to ten shown as they help to count the children at registration. They enjoy singing number rhymes and songs. Older children are beginning to recognise numerals. Children are able to sort and match into different categories and can recreate and follow a pattern. They have an understanding of different shapes and positional language. Children discuss different sizes, however, regular routines are not effectively used to extend mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate as they handle different textures materials, taste different foods and examine bugs and birds nests. They go for walks around their village and discuss where they live and the local environment. Children have a good introduction to other cultures through topic work and resources. They are competent at building using different equipment. They effectively use the computer and appropriately use the telephone and cash tills in their play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good fine motor skills which are effectively challenged as they use different spoons to fill pots with sand, use chopsticks to eat noodles and hammer nails into wood. They are able to thread straws onto string and use scissors to cut paper. Children competently complete a range of puzzles. They confidently use the climbing frame and balance beams. Children are developing an awareness of space and are learning to move with care and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore colour, texture and shape in two and three dimensions. They paint using marbles, straws and sponges. They make space rockets, wooden stars and bird feeders. Children have good imaginative skills which they use in the different role play scenarios. They pretend to be builders, doctors and police officers. They enthusiastically join in with singing. However, there are limited opportunities for children to use their imaginative skills in dance or drama.

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, but consideration should be given to improving the following;
- extend plans to provide opportunities for children to use their imaginative skills in dance and drama, make more independent use of the book corner and through regular routines introduce mathematical language such as 'more than', 'less than'.

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.