



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402122

DfES Number: 517692

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Susan Elizabeth Warren

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bicknacre Preschool
Setting Address c/o Priory School, Bicknacre Road
Bicknacre
Chelmsford
Essex
CM3 4ES

REGISTERED PROVIDER DETAILS

Name The Committee of Bicknacre Preschool 1031713

ORGANISATION DETAILS

Name Bicknacre Preschool
Address c/o Priory School, Bicknacre Road
Bicknacre
Chelmsford
Essex
CM3 4ES

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

Bicknacre Pre-School opened in 1977. It operates from two demountable classrooms in the grounds of a primary school in Bicknacre, Essex. The pre-school serves the local area.

There are currently 36 children from 2 to 5 years on roll. This includes 15 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Morning sessions are from 09:00 until 11:45. There are two afternoon sessions from 13:00 until 15:30.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre-School Learning Alliance (PSLA) and other professionals as needed.

How good is the Day Care?

Bicknacre Pre-School provides good care for children. The pre-school is well organised and well resourced; the premises are maintained to a high standard. All supporting documentation is in place and easily accessible, very professionally produced and presented.

The children are safe and well cared for; one aspect of hygiene needs to be reviewed. Very good attention to safety and security both inside and out of doors ensures children can play and learn in a safe environment, well supervised. Training for child protection needs to be updated.

The full range of activities on offer keeps children busy and learning; the well presented displays show children's work is valued and add to the colourful and

stimulating environment.

The partnership with parents is excellent. Parents responses are carefully considered and acted upon when possible. Parents are invited to become involved in the life of the group by helping at sessions, serving on the committee, fundraising or providing resources/expertise for topic themes. They are kept well informed of their children's progress by regular liaison with key workers.

What has improved since the last inspection?

At the last inspection the group was asked to ensure that checks were carried out on all staff; these are now in place and evidence available at the setting.

The group was asked to check the second playroom to make it clear of hazards; this is now in use as a second teaching room, re-fitted with storage shelves and suitable furnishings to provide a space for children in small or larger groups.

As a result of completion of these actions children's welfare and safety and the learning environment are improved.

What is being done well?

- The sessions are well planned and well paced; there is an air of purposeful activity at all times
- Staff work directly with the children for much of the time. They make good use of the available space and facilities to provide a wide selection of activities and learning opportunities for children
- Teamwork is excellent; staff are deployed effectively to help children and enable them to make good progress
- New children are given time to settle and become accustomed to routines

An aspect of outstanding practice:

All aspects of organisation are very effective. Meticulous attention to detail including staff deployment, daily planning and excellent supporting documentation mean that the group runs smoothly and efficiently; staff know what is expected of them to help create a positive learning environment for children.

What needs to be improved?

- Training for child protection
- Procedures for handwashing

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	Review handwashing procedures to help prevent the spread of infection
13	Ensure that the member of staff with responsibility for child protection attends a training course to update knowledge

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 Bicknacre Pre-School is very good. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have a sound understanding of the Foundation Stage and plan a broad and balanced curriculum; the detailed daily plans contain clear learning intentions. The playrooms are well presented using children's work to good effect in displays. Staff interaction with children effectively encourages questioning and problem solving, extending children's learning. The session is well paced; keeping children busy and occupied in worthwhile activities. Staff are well deployed due to the daily briefing meeting, enabling them to work as a team. Children's behaviour is very well managed with an emphasis on positive strategies such as negotiation. All resources are easily accessible to children and stored in labelled boxes or drawers. Staff use many sources as inspiration for activities and are outward looking.

Leadership and management is very good. The staff and strong committee work together to share the administrative tasks, and meet regularly to discuss developments. The continuous in-house monitoring of individual staff's progress, including those in training, ensures rising standards and demonstrates the commitment to improvement.

The partnership with parents is very good. Parents have access to a wealth of useful general information as well as specific information about the group's activities. The thorough play plans regularly involve parents with their child's learning and report on their progress. There are opportunities to have more formal discussions throughout the year.

What is being done well?

- The well organised free play sessions promote children's independence, allowing them to make choices and become active learners. They are confident and can talk about what they are doing.
- All aspects of creative development are valued and well resourced. Children develop and sustain imaginative play situations to express their ideas, thoughts and feelings.
- The excellent team approach means that all staff are well deployed in the children's best interests. They plan and deliver an exciting range of activities to stimulate interest and further develop children's learning.
- All aspects of organisation are to a high standard, including meticulous documentation and records.
- The provision for children with special educational needs is impressive. Staff

work with parents and other professionals to provide support to help children make good progress and ensure they are included in all activities.

What needs to be improved?

- Evaluation of daily activities; to include more detail.

What has improved since the last inspection?

Improvement since the last inspection is very good.

There were three points for consideration.

The system for children's records has been completely revamped and is now manageable. It provides a clear picture of children's progress and shows what they need to do next.

The programme for communication, language and literacy includes planned and incidental opportunities for children to associate sounds with words; for example they look for their initial at snack time.

Resources for a range of activities to promote multicultural awareness are in place. Photographs show children celebrating Chinese New Year and other cultural events. There are books and posters depicting positive images of a diverse range of individuals and families from around the world.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited, eager learners who enjoy trying new activities. They are independent, choosing their own tasks; persevering and concentrating until they have completed. They form good relationships with staff and respond well to daily routines. They behave very well in response to high expectations and consistent management. Children learn about their own and other cultures as they celebrate festivals and cultural events from home and around the world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities to develop speaking and listening skills; they enjoy story and singing times and listening games, extending vocabulary as they play and work. Letter sounds are introduced in a practical way; they listen and look for their initial at snacktime. They enjoy a range of story and information books; story sacks bring stories to life. Various mark-making opportunities are offered, children practise forming letters by tracing and use emergent writing in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numerals, count to ten and beyond and use number names in everyday contexts as they play and learn. They use calculation skills as they count, sort and group objects, matching the correct numeral to the group and recording their findings. Children use mathematical language as they sort, match, sequence and order. They become aware of, and can name, some shapes in the environment as they choose items for model making and use puzzles and construction kits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a wide range of objects and materials, both natural and made. They explore using all their senses, observing change, growth and lifecycles as they care for living things. Children have excellent opportunities to design and make models using recycled materials; they talk about and refine their models as they work. They use a computer, and everyday technology in role play. Children develop ideas of the past and a sense of place as they discuss their families and the community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop skills of movement as they use the range of large equipment, playing freely in the outdoor area and during planned movement sessions. They show good awareness of space as they move around the room. Children understand some elements of a healthy lifestyle such as food, hygiene and wearing appropriate clothes. Children develop fine motor skills and hand/eye co-ordination as they use tools for cooking, cutting, modelling and mark making.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children freely mix colours and use paint, clay and modelling materials to explore colour, texture and form. A good balance of free and guided art and craft activities contribute to the high quality displays and provide work to take home. Music, drama, singing and dance help children develop thoughtful responses; enabling them to express their creativity. Small world play and a frequently themed role play area, well resourced with props and costumes, allow sustained imaginative play to develop.

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 key issues for action following this inspection but consideration should be given to the following point:
- develop the use of observations and the evaluation of activities to include more detail, focusing on the specific learning intentions. This will enable future planning to be more effectively targeted.

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.