



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219186

DfES Number:

INSPECTION DETAILS

Inspection Date	26/06/2003
Inspector Name	Susan Marriott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Oakley pre-school
Setting Address	Oakley Methodist Church Hall High Street OAKLEY Bedfordshire MK43 7RG

REGISTERED PROVIDER DETAILS

Name	The Committee of Oakley pre-school playgroup committee
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ORGANISATION DETAILS

Name	Oakley pre-school playgroup committee
Address	Oakley pre-school playgroup Oakley Methodist Church Hall, High Street OAKLEY Bedfordshire MK43 7RG

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

Oakley Pre -School is a voluntary committee run group operating from the Methodist Church Hall complex in the village of Oakley, to the north of the county town of Bedford. The pre-school is currently seeking PSLA Accreditation and undertakes continuous self- assessment. The children have access to three rooms, toilets and an outdoor play area. A kitchen area is available for the staff. The pre school serves the village of Oakley but may take children from the surrounding villages when space is available. It is registered for 24 children aged two years six months to five years. There are currently 40 children on roll who attend a variety of sessions. This includes 11 funded four-year-olds and 14 funded three year olds. The pre school is open school term times only from 9.15am to 3.30pm Monday to Wednesday, split into two sessions, and 9.15 am - 12.45pm on Thursdays and Fridays. A lunch club enables older children to stay all day There are no children who have English as an additional language although staff support children who have special educational needs. The setting employs four suitably qualified members of staff, including a qualified teacher. Three members of staff work each session with the assistance of parent helpers.

How good is the Day Care?

Oakley pre-school offers good quality of care for children. The established staff team are qualified and experienced and work well together. A professionally organised committee of dedicated parents supports the staff who use the policies and procedures to underpin the smooth management of the pre-school. The pre-school makes good use of the accommodation to provide a worthwhile range of activities for the children.

The staff are proactive in health and safety issues, conduct risk assessments and take actions to ensure a safe environment for children. The group has clear procedures to promote the good health of children and ensures that drinking water is always available during sessions. The pre-school supports equal opportunity for all children, including those with special needs. Children's particular needs are met well, with patience and kindness by staff.

The staff plan a good range of indoor and outdoor activities and play opportunities which effectively promote children's learning and development. The staff interact well with the children and develop good relationships with them. The children behave well and respond positively to the boundaries set by staff.

The pre-school has good relationships with parents who have many opportunities to become involved with and support the work of the group. Information is shared appropriately to support the needs of the children.

What has improved since the last inspection?

At the last inspection, the group agreed to provide operational procedures for outings and for lost or uncollected children, ensure that suitable equipment for nappy changing is provided, ensure that all new staff had induction training and increase staff knowledge and understanding of Child Protection. The group now conduct risk assessments and have consulted the fire officer. These required actions are now complete and the policies are clear and comprehensive.

What is being done well?

- The experienced staff team are well organised and plan a wide range of activities which the children enjoy. There are good relationships between the staff and children and behaviour is good.
- The appointment of a dedicated administrator enables the group to be supported by professional documentation which underpins the efficient running of the pre-school.
- The pre-school benefits from a high level of parental interest and involvement which ensures that children's individual needs are met well.
- The staff have a good understanding of health and safety issues which ensures that children are well cared for.

What needs to be improved?

- the record of visitors;
- the monitoring of new policies.

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
6	Ensure that all visitors record the time of their arrival and departure in the visitors diary.
7	Monitor the implementation of the new policies for the administration of medication and for sick children.

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

How effective is the nursery education?

Oakley Pre-School offers generally good quality nursery education where children enjoy learning through a wide range of appropriate activities. The children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world, physical and creative development.

Teaching is generally good with a strong emphasis upon practical activities. The quality of the interaction of staff when listening to and talking with the children was good. Some activities in literacy and numeracy are not being used to help children to achieve. The staff have a good knowledge and understanding of the Foundation Stage and plan well. Music is given due emphasis. Group sessions extend the learning of the older and more able children and meet the needs of the younger or less able children effectively. The assessment of children's learning takes account of the stepping stones and the staff are beginning to use them to inform planning effectively. Staff use information gained from assessments to focus their teaching. Children generally behave well in response to the consistent expectations of staff but on occasions a few of the more able/older children become restless when insufficiently directed.

Leadership and management are very good. The supervisor strives to lead by example and shares her understanding of good early years practice with her team. She ensures that staff receive suitable training and is becoming skilled at evaluating the practice of the group.

The partnership with parents and carers is very good. Newsletters and an information board ensures that parents are well informed. They can talk to staff informally on a daily basis and there are termly parents evenings. Many parents are actively involved in the running of the group to support their children's learning.

What is being done well?

- Children speak clearly and confidently as a result of the staff's consistent interest and engagement in their play and conversations.
- The pre-school give good emphasis to the importance of music within the programme and provide regular opportunities for children to explore sounds through song, pattern and rhyme.
- Staff make very good use of art and craft activities, linked to other areas of learning to help children to express their ideas freely.
- Staff work well as a team to provide an interesting range of activities and a positive learning environment.
- The parents work closely in partnership with the staff to support their work

with the children.

What needs to be improved?

- the monitoring of access for all children to planned activities in literacy and mathematics;
- staff deployment during role play, snack time and home time.

What has improved since the last inspection?

The setting has continued to improve its practice through self assessment and is now seeking PSLA accreditation

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make generally good progress. They confidently express their needs and ideas and relate well to each other and adults. They become interested and involved in their play, which underpins their learning in many areas. Children develop good concentration skills and sit quietly when appropriate. Children respond positively to the consistent expectations of staff and behaviour is generally good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress. Many children are confident speakers and engage easily in conversations with each other and adults. Children make marks and practice writing for a variety of purposes and there are sufficient opportunities to handle books and to develop language for thinking. Literacy activities are appropriately linked to other areas of learning. Staff deployment does not ensure good support for children in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good but for a few children, structured mathematical learning is left to chance because too much choice is given. Many children count beyond ten and enjoy using their counting skills in practical contexts. They learn about size and shape through practical activities such as modelling and painting. Staff maximise opportunities to extend more able children's individual understanding of some aspects of mathematical learning such as addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress. They learn about the natural world and features of their environment through an interesting range of planned topic based activities. The children build and construct using a wide range of objects, materials and tools. They enjoy visits from 'people who help us', and explore past and present events in their own lives and those of others. There are regular opportunities to use information technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good due to the determination of the staff to overcome the difficulties presented by the premises and the quality of interaction with children during freely chosen activities. Opportunities for movement, climbing and balancing are provided indoors and out and staff ensure that the tasks are age appropriate for children of differing abilities. Children develop an awareness of space and enjoy using a wide range of resources, tools and equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. Opportunities for children to use musical instruments and enjoy music based activities are given good priority and children are familiar with a wide variety of songs and rhymes. Children express their ideas through an enthusiastically planned range of activities linked to a theme. Creative work effectively reinforces learning in other areas and children are given balanced opportunities for free expression and individuality.	

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

- Ensure that all children have appropriate access to all areas of the curriculum - this refers especially to mathematics.
- Review staff deployment to ensure that there are no periods of time when children cease to be engaged in meaningful activities, e.g. at milk time and home time

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.