



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109947

DfES Number: 523098

INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Lisa Jane Cupples

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Beaumont Pre-School
Setting Address	The Old Guard Rooms Beaumont Grove Aldershot Hampshire GU11 1YH

REGISTERED PROVIDER DETAILS

Name	BEAUMONT COMMUNITY PRE-SCHOOL
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ORGANISATION DETAILS

Name	BEAUMONT COMMUNITY PRE-SCHOOL
Address	AS BEFORE U/A

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

Beaumont Pre-school is run by a parents' management committee. It opened in 1988 and operates in a hall in the Old Guard Rooms in Aldershot, a residential area of Hampshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday during term-time only from 09:15 to 11:45. Some afternoon sessions run for children aged 2 years to 2 years and 9 months. A maximum of 42 children may attend the out of school club at any one time.

There are currently 21 children aged from 2 to under 5 years on the roll. Of these, 15 children receive funding for nursery education. Children attend from the local community and surrounding areas. The pre-school supports a number of children with special needs and English as an additional language.

The pre-school employs five staff. There are four staff who work directly with the children. There are two staff, including the administration manager who hold early years qualifications and three members of staff are working towards a qualification. The setting receives support from the Early Education and Childcare Unit and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Beaumont Pre-school provides satisfactory care for children. The setting is warm and welcoming, helping the children to settle quickly on arrival. Most of the activities ensure the children are interested and occupied during the sessions and are managed well. Most paperwork is detailed, maintained to a high standard and easily available for inspection.

The staff team provide a safe environment for the children where they can play and learn securely. The premises are clean and well-maintained, good hygiene practice is promoted throughout the setting. The pre-school provides a range of healthy and nutritious snacks and parents wishes are respected at all times. Staff have a clear understanding of equal opportunities and child protection procedures.

The staff have a good understanding of children's developmental needs. They provide a range of activities and resources, helping to promote development in most areas. Some parts of the session are organised well and the deployment of staff ensures children are supported during most of the session. Behaviour management is not always consistent and the children tend to push the boundaries, particularly during large group activities.

Partnership with parents is developing well. Daily discussions help to keep them informed about the children's general well-being. Policies and procedures are in place and are displayed for the parents. The notice board provides a good source of current information.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are able to access the extensive range of activities and resources freely, helping to encourage and develop their independence. Low-level storage units are used to display the resources, enabling the children to see what is available, extending their freedom of choice.
- Children are encouraged to wash their hands at appropriate times, helping to protect them from illness and infection. All accidents and medication records are detailed and parents sign to acknowledge the entries, ensuring they are kept informed at all times.
- Snack time is organised well and provides the children with the opportunity to use their social skills. They serve each other on a rota system and are able to pour their own drinks, promoting independence.
- Staff take the time to get to know each child and their families well. Enough resources are supplied to ensure all children are able to participate fully and are given time to complete the activities.

What needs to be improved?

- the organisation of the staff rota to ensure enough qualified staff are present during each session
- the length of large group activities to reflect the children's concentration span and ability to sit quietly and concentrate
- the consistency of behaviour management to ensure children know what is expected of them
- the availability of all paperwork to be inspected.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Ensure enough qualified staff are present during every session.
3	Ensure large group activities are manageable.
11	Develop staff understanding of consistent behaviour management.
14	Ensure all paperwork and relevant documentation is available for inspection when the setting is providing care for children.

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

How effective is the nursery education?

Beaumont Pre-school provides acceptable nursery education but has some significant areas for improvement. Children's progress towards the early learning goals in knowledge and understanding of the world is very good. Children's progress in communication, language and literacy, physical and creative development is generally good.

The quality of teaching has some significant weaknesses. Staff have a clear understanding of the Foundation Stage and curriculum planning identifies specific stepping stones to ensure a balanced programme is provided. However, limited observations and record keeping make it difficult for the staff to identify individual needs, to enable them to be met in the planning. Most challenges set for the children are appropriate, however, some learning opportunities are missed when unclear instructions are given. Children do not always understand what is expected of them. This leads to some disruptive and unwanted behaviour, particularly in large groups. Staff interact well with the children and effectively question them to extend their vocabulary and consolidate their learning.

The leadership and management of the setting is generally good. The committee employ an administration manager to complete the paperwork and a supervisor to run the day to day sessions. There is no staff appraisal system. The setting receives support from their development worker and they are working hard to improve the quality of care and education for all children. Staff are currently on training, helping to develop their individual skills and experience.

Partnership with parents is generally good. They receive a detailed prospectus and have access to the groups policies and procedures. Daily discussions take place about the children's general well-being. Parents do not have access to their children progress records as a new system is being set up.

What is being done well?

- Children's development in knowledge and understanding of the world is very good. Children have access to a computer on a daily basis and are extremely confident. They can use the programmes independently and often show younger children what to do next. Children use a range of everyday technology to extend and consolidate their learning. They show a good awareness of time, often talking openly about past, present and future events.
- Children are able to express themselves well during art, craft and painting activities. They use the home corner and role-play area to explore their feelings and act out their ideas, often dressing-up and negotiating roles. Staff allow the children to develop their ideas and know when to let the play develop. A child was pretending to be Old MacDonald and was able to collect

animals from around the setting, involving other children until they felt the farm was complete.

- Staff question the children effectively, encouraging them to think and contribute their own ideas. They continually extend the children's vocabulary, introducing new words at every opportunity, for example, when making the play dough the children were able to predict what would happen next when the water was added, describing the appearance, the texture, the feel and the smell, using words such as soft, lumpy, spongy, smooth and bouncy.

What needs to be improved?

- the children's understanding of agreed codes and acceptable behaviour when working in large groups
- the opportunities provided for children to practice their emergent writing skills and use text for a variety of purposes
- the mathematical programme, to include opportunities for children to begin using mathematical language, compare numbers and begin using simple number operations
- the assessment of children's progress, the system used to record information and the parents access to their children's records
- the clarity of instructions to the children during activities to ensure the children know what is expected of them
- staff appraisal system

What has improved since the last inspection?

At the last inspection the setting was asked to address the following:

use clear and consistent labelling around the pre-school

support children learning English as an additional language by using suitable resources.

Progress since the last inspection, in these areas, has been very good.

Clear and consistent labelling is in place around the setting, helping the children to understand that text has meaning.

Children learning English as an additional language are supported well. Staff liaise with the parents and have contact with other agencies. Resources and activities are adapted to ensure all children are able to participate fully and pictures are often used to help the children understand the purpose of the task.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children settle quickly on arrival and separate easily from their carers. They form good relationships with adults and their peers. Children show high levels of independence throughout the sessions. They are able to share well and take turns during practical activities. Children have limited concentration skills during large group activities and are easily distracted, leading to some disruptive and unwanted behaviour which interrupts their learning and enjoyment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers in large and small groups. They have a good vocabulary and listen well during small group activities and free-play. Children understand that text has meaning and are beginning to recognise the shapes and sounds of some letters. Some children are able to write their names, others are beginning to form clear, recognisable letters. There are some opportunities for children to practice emergent writing skills in different contexts.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children can count confidently up to 12 and recognise most numerals up to 7. They are able to recognise and recreate simple patterns accurately. Children are beginning to problem solve and have a good understanding of size and shape. There are limited opportunities for children to compare numbers or use simple number operations to extend their learning. Little use is made of mathematical language to describe quantity, size and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate and explore a wide range of resources. They are curious and often ask questions about how things work. Children build and construct models using a variety of materials, experimenting with different techniques. They use everyday technology and a computer with confidence. Children have a good sense of time and place. They are beginning to understand different cultures and beliefs through topic work and a wide selection of multicultural resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the setting. They move with control and imagination during practical activities. Children have some spatial awareness during free-play, however, large group activities are often disorganised and children bump into each other. Children are able to climb and jump. They negotiate large equipment well. They are able to manipulate a range of tools and objects with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children recognise a range of colours during free-play and practical activities. They are able to sing a range of songs from memory and confidently match actions to rhymes. Children are able to express themselves creatively through role-play and art activities. They use all of their senses to explore the resources. Some creative opportunities are missed during large group activities, for example, developing their skills with musical instruments.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the children's understanding of agreed codes and acceptable behaviour during large group activities, to ensure all children are able to participate fully and gain the most from the activities provided
- provide opportunities for children to begin comparing numbers and using simple number operations, for example, beginning to add and subtract using groups of objects. Also develop the children's understanding of mathematical language to describe position and quantity during practical activities
- develop a written system to record children's achievements, use the information gathered to plan the curriculum to meet the children's individual needs and ensure the records are shared with the parents
- ensure the children receive clear instructions and explanations, aimed at their level of understanding to enable them to complete tasks effectively.

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.