



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY264709

DfES Number: 537537

INSPECTION DETAILS

Inspection Date 08/02/2005
Inspector Name Janet Banham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bamford Pre-School
Setting Address Methodist School Rooms
Main Road
Bamford
Hope Valley
S33 0BQ

REGISTERED PROVIDER DETAILS

Name Bamford Pre-School Playgroup 1088445

ORGANISATION DETAILS

Name Bamford Pre-School Playgroup
Address Methodist School Rooms, Main Road
Bamford
Hope Valley
Derbyshire
S33 0DY

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

Bamford Pre-school is a long established setting which was re-registered in its current premises in 2003.

It operates from the Methodist School Rooms situated on the main road in the centre of the village and serves local families and those from the surrounding area. A total of 20 children may attend the pre-school at any one time. It is open on Monday, Tuesday, Thursday and Friday during term time from 09:00 to 11:30. Children attend for a variety of sessions. Children have access to a secure outside play area. There are currently 24 children on roll. Of these 15 receive funding for nursery education.

The pre-school employs two full time and four part time staff, three of whom hold relevant childcare qualifications. The setting is a member of the Pre-School Learning Alliance and is supported by a development officer from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

Bamford Pre-School provides satisfactory care for children.

They and their families are welcomed into a warm and bright environment where children settle well and are happy and secure in the routines of the session. Staff establish close relationships with the children, know them well and are able to respond to individual need. Children are confident and enjoy the company of their peers. The atmosphere is positive and encouraging with staff giving praise for effort. Behaviour is satisfactory although older children often challenge staff by not responding to instructions or requests to help tidy up.

The setting offers a good range of toys and activities although on occasion these are not imaginatively presented and offer little challenge to the more able children. The craft room and the outside play area are not utilised to their full potential.

Safety awareness is satisfactory although the setting has yet to devise a system of

risk assessment that assures the wellbeing of children and staff. Health and hygiene practice is good. Children routinely take responsibility for their personal hygiene and follow a diet of healthy snacks.

The provision establishes comfortable relationships with parents and carers who receive information about the children on a daily basis. Brochures, newsletters and a notice board inform parents of current events and how they can assist their children in current learning topics.

The pre-school is managed by a voluntary committee who are at present actively working to improve standards and practice. All statutory recording is maintained and most is satisfactory, but some policies and procedures require reviewing to comply with the National Standards and to ensure the safety and wellbeing of all children, carers and staff.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children and their families are welcomed into a warm and caring environment. The accommodation is light, bright and well maintained, and decorated with examples of the children's work.
- Staff establish close relationships with the children. They know them well and enjoy their company. They create a positive atmosphere encouraging children with praise for effort and being kind.
- The committee and staff team are striving to secure the future of the pre-school and improve the standards of care and education.

What needs to be improved?

- greater opportunities for children to use the outside play area and the craft room
- the provision of activities which present children with challenge and interest to develop all aspects of their play and learning and which introduce them to resources depicting positive images of race, culture and disability
- staff's understanding and knowledge of the Code of Practice (2002) for Special Educational Needs
- the safety of children and staff by devising a system of risk assessments which are regularly used and reviewed
- the Operational Plan so that it satisfies the requirements of the National Standards.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to record.

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
2	Ensure the Operational Plan contains policies and procedures relating to the recruitment and induction of staff and appointment of a named deputy to take charge in the absence of the manager.
3	Ensure activities present children with challenge and opportunities to extend their learning.
5	Create opportunities to make greater use of the craft room and the outside play area.
6	Devise a system of risk assessments to ensure the safety of children and staff when inside the building, using the outside play area and when on outings.
9	Ensure children have routine opportunities to experience positive images of race, culture and disability.
10	Ensure all staff have regard to the Code of Practice (2002) for the identification and assessment of special education and policy statements are in accordance with and meet the requirements.

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

How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals except in the areas of knowledge and understanding of the world and creative development where there are significant weaknesses.

The quality of the teaching is generally good. Some staff have a good understanding of the curriculum but some practice is insecure, resulting in weaknesses in teaching. There is limited use of open ended questioning to develop learning and understanding. Generally staff use appropriate methods to help children learn, teaching in small groups. However, the more able and older children are insufficiently challenged in their learning and personal development and consequently are not reaching their full potential.

Planning and assessments systems are new and do not yet fully inform how children are learning and progressing.

Management of the children and their behaviour is generally good. On occasion children do not respond to instruction and challenge staff.

Time and resources are used generally well but sometimes presentation of activities lacks imagination and challenge.

Leadership and management of the setting is generally good. Both staff and committee are working hard as a team to secure the pre-school's future. They are receptive to change and many opportunities are being taken to improve practice.

The partnership with parents is generally good. Comfortable and informal relationships with parents and carers are established. Information on the Foundation Stage curriculum is readily available and parents make limited contributions to their children's learning by providing articles for the interest table and encouraging the use of the letter of the week. Whilst there are opportunities for daily feedback on progress parents do not receive any written assessments of their children's development.

What is being done well?

- Opportunities for children to develop fine motor skills.
- The use of books for independent and small group reading.
- The development of children's relationships with the staff and each other, and learning to be part of a lively group.
- The commitment of management and the staff team to enhancing awareness and practice so that children can reach their potential

What needs to be improved?

- staff's knowledge and application of the early learning goals so that planning informs teaching and builds on what children already know
- staff's understanding of how to use activities and routines to help children develop their learning skills and set challenges for older and more able children
- regular opportunities for children to explore and investigate communication technology and science based activities and to use a range of materials to design and build
- routine opportunities for children to develop role play situations and create independently using a choice of materials to extend imagination and creativity
- the partnership with parents and carers so they are informed about their child's achievements and progress and encouraged to be involved with their child's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are secure. They separate happily from their carers and settle to play. They respond appropriately to experiences and contribute at group time. They are learning about emotions and the need to care for and respect others. They share well and negotiate play. They are aware of right from wrong and their behaviour is generally good, but some children challenge staff and do not always respond to instruction.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators and have good negotiating skills. Staff do not however routinely extend their knowledge and understanding of vocabulary and language, nor link letters and sounds. Children sit and listen well to stories, and sing favourite rhymes. They use books well both individually and in small groups and are aware of the use of print. Opportunities are given to develop writing skills but more able children are not encouraged to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are familiar with simple counting during focussed activities and are beginning to understand calculation through singing songs and rhymes. Some opportunities exist for recognising and using number though there is lack of challenge for more able children. Size and measure are explored using bricks and construction kits. Children's understanding of shape is good. Staff however do not routinely use mathematical language and miss opportunities to spontaneously count and consolidate number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are beginning to explore other cultures and beliefs and recognise their own traditional celebrations. They observe some change and growth and discover the natural world. However they lack opportunities to explore and investigate communication technology and science based activities. They do not have experience of using a range of materials to design and build. They are discovering their surroundings through short walks and local visits.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with control around each other and the equipment. They use the internal space safely and well, balancing, hopping and dancing. They are co-ordinated when using small equipment, with particularly developed fine motor skills. The lack of use of the outside play area impacts on children's gross physical development and their awareness of the importance of exercise. They enjoy varied and nutritious snacks.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children have few opportunities to explore colour, materials and texture. There are no opportunities for children to choose from a range of materials to create freely using their imagination. Painting and exploration of malleable materials are not regularly offered. Music is used routinely during sessions and children use instruments. They sing simple songs. Familiar construction activities are offered routinely. Activities for children to develop their imagination through role play are limited.

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

- make provision for staff to become secure in their knowledge and understanding of the early learning goals and improve their understanding of how to use activities and routines to help children develop their learning, and provide greater challenge for more able children
- provide regular opportunities for children to explore and investigate communication technology and science based activities and use a range of materials to design and build
- provide routine opportunities for children to use their imaginations freely in role play situations and by offering a wide choice of resources for them to create independently
- provide parents and carers with information on their child's achievements and progress and opportunities for them to be involved with their child's learning.

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.