



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199465

DfES Number: 517772

INSPECTION DETAILS

Inspection Date	14/01/2004
Inspector Name	Charlotte Jenkin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rudloe Pre-School
Setting Address	Box Highlands School Broadwood Avenue, Rudloe Corsham Wiltshire SN13 0LX

REGISTERED PROVIDER DETAILS

Name	The Committee of Rudloe Pre-School
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ORGANISATION DETAILS

Name	Rudloe Pre-School
Address	Box Highlands School Broadwood Avenue, Rudloe Corsham Wiltshire SN13 0LL

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

Rudloe pre-school has been established for 25 years and is owned by the people of Rudloe and is situated within the grounds of Box Highlands school. It is open Monday to Friday from 09:00 hours to 15:00 hours with children attending for either morning only sessions or all day. The premises consist of a large playroom with a cordoned off kitchen area, toilets and a fully enclosed outdoor area for play. The group accepts children from a diverse local community and has a parent run committee.

The pre-school accepts funding for three and four year olds and currently has four funded four year olds and 11 funded three year olds on role. They support children with special educational needs.

The group has five permanent members of staff with the supervisor holding a level three qualification and three staff currently undertaking training to obtain a level three qualification. The group is a member of the Pre-school Learning Alliance and has regular support from the Area SENCO.

How good is the Day Care?

Rudloe pre-school provides good quality care for children.

Staff at the pre-school provide a welcoming environment for children and parents with a good range of activities set out for their arrival. Space is organised into clear learning areas and effective staff deployment means children are supported and grouped well during activities. The pre-school has a good range of toys and equipment that cover all areas of development and these are accessible to the children. Committee members do not have all the relevant checks.

Staff are very aware of their responsibilities regarding children's safety. They promote good hygiene practices through daily routines and arrangements for preventing the spread of illness are very effective. Procedures for administering medication are in place, and staff are trained to deal with specific medical needs.

There are good arrangements for ensuring staff are aware of children's dietary needs and children have healthy snacks. Staff have an appropriate knowledge of child protection issues and procedures.

Staff provide a good range of structured and free play activities that cover all areas of development and staff actively engage in conversations with the children and praise them when they attempt or achieve something new. Staff fully implement the settings Equal Opportunities policy, working closely with parents to meet the needs of all children. Staff support children with special educational needs and liaise with parents and professionals to ensure consistency of care. Staff are very consistent in managing children's behaviour and use positive methods to encourage this.

Staff liaise with parents regarding the care of their children and respect their wishes. They give parents detailed information regarding the curriculum, policies and aims of the group and have termly meetings with parents to feedback on their children's progress. Most documentation is up to date and accurate, although some lacks detail.

What has improved since the last inspection?

At the last inspection the pre-school agreed to; ensure consent is gained from parents for seeking emergency medical treatment and for administering medication; extend the range of outdoor play equipment; return DC2 forms in respect of the committee and play leader; implement an action plan detailing how minimum qualifications will be achieved; ensure children have access to warm water for hand washing and to extend the range of resources to reflect positive images of different cultures.

The pre-school has gained written consent from parents for seeking medical treatment and for administering medication which ensures parents are aware of the procedures to be followed regarding their children's health and well-being. The range of outdoor equipment has been extended and children have access to a wide range of equipment that supports all areas of their physical development. DC2 forms have been returned to Ofsted for both the committee and the supervisor, however the group does not currently ensure all committee members have CRB clearance. Three members of staff are currently undertaking training to NVQ3 level which means four of the five staff will hold a level three qualification. The group have installed a water boiler which ensures children's hands are hygienically washed and the range of resources to reflect positive images of cultures has been extended and are available to children in their daily play.

What is being done well?

- Staff at the pre-school offer children a good range of free play and structured activities that cover all areas of learning. Children are able to select activities and make decisions regarding their play. Staff actively engage in conversations with the children and praise them when they attempt new activities or achieve new skills. They ask the children questions to extend their thinking skills.

- Staff fully implement the settings Equal Opportunities policy, working closely with parents to ensure the needs of all children are met. There is a good range of resources to promote positive images of diversity available to children in their daily play.
- The pre-school supports children with special educational needs so they can take part in all activities and routines of the group. Staff liaise with parents and other professionals in setting up individual plans to ensure consistency of care.
- Staff have attended training in behaviour management and implemented new techniques into the pre-school. They are very consistent in managing children's behaviour, using praise, reward and positive phrasing to encourage good behaviour. Staff role model good behaviour and children's behaviour is good.
- Staff liaise with parents regarding the care of their children and respect their wishes. They give parents detailed information regarding the curriculum, policies and aims of the pre-school and have termly meetings with parents to feedback on their children's progress. An open door policy means staff are available to talk to parents at all times.

What needs to be improved?

- procedures for ensuring all committee members are CRB cleared
- registration arrangements to show the times of arrival and departure for children, staff and visitors
- arrangements for ensuring parents acknowledge medication administered to their children.

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	Ensure parents acknowledge medication administered to their children

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

How effective is the nursery education?

Rudloe playgroup is an acceptable quality provision where children make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world and creative development, and make generally good progress towards the early learning goals in all other areas of learning.

Teaching is generally good. Staff have a generally good understanding of the early learning goals and all contribute their ideas to planning. Long and medium term plans are monitored to ensure all areas of learning are covered and staff discuss activities that are appropriate to their key work child's development. Staff consistently manage children's behaviour with positive phrasing and encourage good behaviour with role modelling, praise and reward and children's behaviour is good. Short term plans do not clearly determine learning outcomes for three and four year olds. Evaluations of activities do not state whether children achieved the learning outcome of activities and are not linked to assessments of children's progress to inform their future learning.

Leadership and management is generally good. The supervisor works closely with all staff, they communicate well and work together as a team, all sharing responsibilities. The supervisor feeds back to staff verbally regarding their practice, although this is not fully developed to assess areas of strengths and weaknesses and linked to future training and development needs. Staff regularly assess activities with respect to children's interest and participation and attend regular training.

Partnership with parents is very good. Staff give parents very good information about the provision and meet termly with parents to discuss their child's progress. They operate an open door policy, being available to talk at all times. Parents comment on their children's progress and are involved in monitoring achievements and concerns. They take home activities to do with their child.

What is being done well?

- Children show increasing confidence in selecting and carrying out activities and persist at extended periods at an activity of their choosing. They interact freely with staff and peers, demonstrate a sense of pride in their achievements and children's behaviour is good.
- Children explore changes and investigate a variety of materials and objects and ask how things work. They investigate construction materials and show an interest in ICT, with more able children operating simple programmes independently.
- Children explore mixing colours and texture through making collages and free painting. They express themselves through role play, music and art and

engage in role play co-operatively, engaged in the same theme.

- Staff give parents very detailed information regarding the curriculum, routines and policies of the group and meet termly with parents to discuss their children's progress. Parents are involved in their child's learning and take home activities to do with their children.

What needs to be improved?

- short term plans to clearly determine the learning outcomes of activities for children and to specify different learning outcomes for three and four year olds.
- evaluations of activities to show whether children achieved the learning outcomes of activities and to link this to assessments of children's progress to inform their future learning.
- appraisals of staff's strengths and weaknesses to inform their future training and development needs.

What has improved since the last inspection?

Rudloe playgroup has made generally good progress since the last inspection.

At the last inspection the playgroup agreed to continue to review the present planning system to ensure that all areas of learning are covered and to identify what and how the children will learn. They also agreed to plan more practical opportunities, including the use of routine daily situations, for the children to use their mathematical skills to solve problems.

Staff now monitor long, medium and short term plans to ensure all areas of learning are covered, although short term plans and target activities do not specifically focus on a specific area of learning and this is reflected when staff support children during activities.

Children now have regular opportunities to use their mathematical skills during activities and through daily routines to develop their calculating and counting skills and to compare numbers. There are limited opportunities for recognising numerals through routines.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing confidence in selecting and carrying out activities and persist for extended periods at activities of their choosing. They talk about themselves with increasing confidence in a group and show their feelings. Children interact freely with staff and peers, initiating conversations and playing co-operatively. Children's behaviour is good and this is recognised through praise and reward. Children demonstrate a sense of pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with props, with enjoyment and join in with repeated and familiar phrases, anticipating what is going to happen next. They join in with simple rhymes, and talk about their ideas and feelings in a group. Children select books independently and more able children handle them correctly and turn the pages. They have regular opportunities for mark making and recognising their names, although they miss opportunities for writing them and for linking letters to sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have regular opportunities for counting through daily routines and more able children count reliably, saying the next number after numbers 0-9. More able children recognise some numerals, although there are limited opportunities for developing this skill. Children can enjoy simple calculating through practical activities and rhymes. Children compare numbers through routines. More able children use mathematical language to describe size, quantity and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore changes in textures and comment on these, and observe changes over time when examining plants. They investigate a variety of materials and objects and ask how things work. They investigate construction materials and design and construct with a purpose in mind. Children show interest in ICT and are developing the skills to operate simple equipment, with more able children operating a simple programme independently. Children learn about other cultures through practical activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children manipulate small objects with control, and show an awareness of themselves and others when moving around the room and during physical activities. They experiment with different ways of moving and use a range of large equipment with confidence, although there are limited opportunities for developing their climbing skills. Children have regular opportunities for engaging in activities that require hand to eye coordination and use a range of mark making implements with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore mixing colours and texture through making collages and free painting. More able children differentiate colour. Children regularly sing simple songs from memory and explore how sounds can be changed with musical instruments. Children engage in role play based on first hand experiences and play co-operatively engaged in the same theme, using props to support their play. Children express themselves through art, music and role play.

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

- develop short term plans to ensure they clearly determine what children are expected to learn from activities and specify different learning outcomes for three and four year olds;
- extend evaluations of activities to show whether children achieved the learning outcome of activities and link these to assessments of children's progress to inform their future learning;
- further develop the appraisal system to identify staff's strengths and weaknesses to inform their future training and development needs.

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.