



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 142930

DfES Number: 516568

INSPECTION DETAILS

Inspection Date 16/06/2003
Inspector Name Rachael Williams

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name East Brent Pre School
Setting Address East Brent First School
East Brent
Somerset

REGISTERED PROVIDER DETAILS

Name The Committee of East Brent Pre-School

ORGANISATION DETAILS

Name East Brent Pre-School
Address East Brent Primary School
East Brent
Somerset

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

East Brent Pre - School is a committee run group situated in a rural village in Somerset.

It offers sessional care for 24 children aged between two and five years. There are 8 funded four year olds and 4 funded three year olds. No children are registered as Special Needs and 1 child speaks English as a second language.

It opens on a Friday between 9:00 am and 12:00 pm term time only. It uses the school hall and has access to a kitchen, toilets and an outside play area.

Four members of staff are employed by the group. The group leader has a Certificate of Education and DPP qualification and two other members of staff have IPP training. An EYDCP teacher is not involved.

How good is the Day Care?

The Pre - School offers satisfactory care for the children.

The operational plan includes the planning of activities which incorporate the six areas of learning providing relevant and interesting activities. Planning needs to include how staff are deployed for these activities. A Key Worker system needs to be initiated to group children appropriately. The environment is welcoming and resources allow for a balance of activities. However, children should be given opportunities to access resources independently. A member of staff needs to be named as deputy and to have relevant training. A range of policies and procedures are available to the parents but need to be reviewed and updated. Parents need to be informed of the procedure if a child is lost or uncollected.

Children are able to use their imagination and communication skills in spontaneous, child initiated activities. Staff are aware of individuality and differences and meet the children's needs well, including them in all activities. Staff use appropriate strategies to manage behaviour and are excellent at offering praise and encouragement.

The pond area needs to be made safe. A procedure needs to be available in the event of a fire and displayed appropriately. Water needs to be readily available for the children to drink throughout the day. Parental consent needs to be obtained to administer medication and to seek emergency treatment.

Policies needs to be devised to inform parents about exclusions when a child is ill or infectious and of their Complaints Procedure.

What has improved since the last inspection?

No actions from last inspection.

What is being done well?

- Spontaneous, child initiated activities are extended to develop communication skills (standard 3)
- Staff are aware of individuality and differences and meet the children's needs. (standard 9)
- Staff use appropriate and consistent strategies to manage behaviour (standard 11)

What needs to be improved?

- deployment of staff (standard 2)
- appropriate grouping of children through a key worker system (standard 2)
- procedure to follow in the event of a fire (standard 6)
- consent to seek emergency treatment and to administer medication (standard 7)
- procedure if a child is lost or is uncollected (standard 14)
- policy for the exclusion of children when ill or infectious (standard 7)

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 must take the following actions by the date shown		
Std	Action	Date
6	ensure a statement of procedure is available to be followed in the event of a fire.	01/08/2003
7	request written permission from parents for seeking emergency medical advice or treatment	01/08/2003
7	devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it	01/08/2003
7	obtain written permission from parents before administering medication to children	01/08/2003
14	inform parents of procedure for lost and uncollected children	01/08/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	initiate a key worker system.
2	include deployment in staff in the operational plan.
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint

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

How effective is the nursery education?

East Brent Pre-school provides a generally good standard of nursery education. Children are making generally good progress towards the early learning goals in all areas of learning although there are significant weaknesses in mathematics. Progress in personal, social and emotional development is very good, likewise in communication, language and literacy.

Teaching is generally good. Staff plan an interesting programme of activities linked to the early learning goals. Interaction is excellent and staff manage children's behaviour well. However, planning does not make best use of staff, time or resources.

Leadership and management is generally good. The supervisor is qualified and knowledgeable but the staff are not deployed effectively. Organization of tasks is poorly delegated to staff and committee members, there is no deputy or key worker system in place.

The partnership with parents has significant weaknesses. Information to parents is limited and needs updating. Parents are not involved on a rota. Staff do give parents some information on the early learning goals and provide a lovely display of the weeks achievement through themed work.

What is being done well?

- Children's personal, social and emotional development is being promoted very well. Children are confident, independent and their behaviour is exemplary.
- Children's communication, language and literacy is developed at every opportunity. Staff interact well with activities to extend or meet individual needs identified through assessment.
- Staff plan an interesting programme of activities linked to the early learning goals.

What needs to be improved?

- The deployment of staff to ensure planned activities are developed appropriately in line with the early learning goals to which all staff need to have a good understanding of.
- The delegation of tasks to improve the daily routine organization.
- Partnership with parents to ensure good knowledge of the setting and their own children's progress towards the early learning goals.

- Children's access to a wide range of resources to include real objects to experiment and explore.

What has improved since the last inspection?

The setting has not had an education inspection since opening in 1999.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are very confident and show interest in the activities provided. Their self-esteem is promoted well with praise and encouragement. Children work well together showing respect for each other. Behaviour is exemplary.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They listen well and speak with confidence using a wide vocabulary. Staff extend their learning with 1:1 sessions on language development. Reading and writing opportunities are available as adult initiated activities and as free play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in mathematic development. Numbers are not introduced in a meaningful way. Shape, size and measurement had many missed opportunities with limited resources. Planning showed maths with a variety of activities that were not staffed so children were not progressing in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. An exciting range of topics are explored on a weekly basis. The topic of Castles helped the children understand about history and the modern world. Children found this an interesting subject but not enough time to explore their interest to a deeper level due to time restrictions within the planning and deployment of staff.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in physical development. They move confidently with good co-ordination and control. They use a variety of equipment with staff supporting as required. Many opportunities for action games. Tools were limited for use with play dough, bird seed or sand, mostly toy, plastic with no real equipment to experiment with.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development. They have good opportunities to explore a variety of media although due to staff deployment many opportunities to extend children's learning is missed. Children thoroughly enjoy their singing sessions and imaginative role play is positively encouraged.

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

- Staff need to be deployed effectively to ensure the planning is developed to provide challenges for the more able children especially in mathematics.
- Duties need to be delegated to improve the daily organisation of the setting.
- Parents should be given information regarding the early learning goals, stepping stones and setting.
- Children should have easy access to a wider range of resources to explore.

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.