



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY254465

DfES Number: 521880

INSPECTION DETAILS

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| Inspection Date | 01/02/2005 |
| Inspector Name | Janet Armstrong |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Churchinford Day Care & Pre-School |
| Setting Address | Churchinford Village Hall Churchinford Taunton TA3 7RG |

REGISTERED PROVIDER DETAILS

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| Name | Churchinford Day Care & Pre-School 1036138 |
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ORGANISATION DETAILS

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|---------|---|
| Name | Churchinford Day Care & Pre-School |
| Address | Churchinford Village Hall Churchinford Taunton Somerset TA3 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

Churchinford Day Care and Pre-school has been established for approximately 20 months and evolved from Churchinford Pre-school. They are situated in the rural village of Churchinford, near to the town of Taunton. The pre-school is run by a committee of parent volunteers and provides care for up to 18 children from the ages of 2 years to under 5 years.

The pre-school is open Monday to Friday from 09.00 until 15.00, term time only. They serve the local community and surrounding villages and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs. No children currently attend with English as an additional language. The pre-school is in receipt of the government funding for three- and four-year-olds. There are currently 20 children on the register, of whom 14 are funded.

The pre-school operates from a converted self-contained unit, situated within the grounds of the village hall. The playroom has been set up to provide separate areas for play, with access to kitchen and toilet facilities. Included in the registration is a fully enclosed garden area for outside play.

The pre-school employs a qualified supervisor who holds NVQ III in childcare and education and three members of staff, of whom none currently hold a recognised child care certificate, although two are working towards one.

Support and curriculum advice is sought the Advisory Teacher and the Early Years Partnership.

How good is the Day Care?

Churchinford Day Care and Pre-school provides satisfactory care for children. The organisation and set up of the premises is good. A warm and welcoming environment is provided through effective use of the space and provision. Staff work well together as a team, with good communication. All the necessary documentation

is in place to support them in their role. However, the registration system does not show those children that may arrive or leave early or late and which staff and adults are present.

Staff have a good awareness and understanding of safety. They are aware of potential hazards within the environment and on outings. They supervise and monitor the children's play and remind them of expectations to help keep them safe. They are clear on procedures to follow should they have a concern about a child in their care. There are appropriate systems for informing staff of children's individual dietary needs, however, systems to support this are not effective in informing them of what action to take should an emergency arise. Hygiene is promoted well within the setting, especially nappy changing practices. Children are reminded of regular routines to follow to help to reduce the risk of spread of infection.

The children are involved in many planned and self-initiated activities throughout the sessions. They are able to freely access a range of play provision and they receive good levels of support from staff. Children are happy, settled and have formed good relationships with staff and each other. Staff are not confident in issues surrounding equal opportunities. Staff manage children's behaviour well. They are calm and consistent in their approach.

Good relationships have been formed with parents. Parents are informed of their child's day and development through regular, verbal contact with staff. However, systems for sharing children's individual records of assessment are not effective.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A bright, cheerful and inviting environment is provided for children. Different areas for play have been set up well, with a good range of provision accessible to encourage and support children in their activities.
- Staff have a very good awareness of children's safety. They supervise the children well in their activities and remind them of expected behaviour to help keep themselves and others safe whilst playing.
- Staff promote hygiene well. They take positive steps to reduce the risk of spread of infection especially when changing nappies, where they follow clear and thorough procedures.
- Staff manage children's behaviour effectively. They are positive role models, with have a calm and consistent approach they teach the children right from wrong and why.

What needs to be improved?

- the registration system to include actual times of those children that may

arrive/leave early or late and identify any staff and adults that are present

- the systems to inform staff of how to effectively manage children's individual dietary needs
- the staff knowledge and understanding of equal opportunities issues.

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 report.

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 that the registration system shows all staff and visitors present and includes actual times of those children that may arrive/leave early or late. |
| 8 | Ensure that systems are effective to fully inform staff of how to manage children's individual dietary needs. |
| 9 | Develop staff's knowledge and understanding of equal opportunities issues. |

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

How effective is the nursery education?

Churchinford Day care and Pre-school provides good quality nursery education with children making generally good progress in all areas of learning.

Teaching is generally good. Staff have a mixed knowledge of the early learning goals. They provide an interesting range of activities that are identified in the planning. However, plans do not show whether a broad and balanced curriculum is provided over the period of a year and they are not used to support individual children's learning. Staff work well together as a team. They have a positive and cheerful approach and interact easily with the children. Staff provide a good range of activities to support the children's hand-eye co-ordination. However, they do not always sufficiently support the children to enable them to access all areas of the curriculum and build on their existing skills, such as mark making and mathematical problem solving. Staff manage the children's behaviour very well. Children with special educational needs are appropriately supported. Staff appear to know the children well. However, this knowledge is not accurately reflected in the children's assessment records. Current records do not show how children are developing through the steps in the six areas of learning, how the children's existing skills are built on or how this information is used to guide planning.

Leadership and management is generally good. There are some useful methods in place to assess the effectiveness of staff and identify their training needs. However, the systems used to monitor the partnership with parents and the impact of the nursery education on the children's learning are not effective.

Partnership with parents is generally good. Parents are kept up to date on themes and activities through the notice boards and regular news letters. An initiative has been introduced to encourage parents to support their children's learning. Systems for sharing the children's assessment records are not effective.

What is being done well?

- Children use their language well to communicate and negotiate with others, such as discussing animals and vehicles that are familiar to them on a farm and sharing details of recent holidays.
- Children have good computer skills. They show an understanding of the processes to follow as they instruct and support each other in order to complete simple tasks using the mouse.
- Children use one-handed tools well in a range of situations showing good hand-eye co-ordination and small muscle skills, especially in sand play where they dig, scoop, flatten and fill using a range of tools and containers.
- Positive systems have recently been introduced to encourage parents to support and consolidate their children's learning at home. Parents are able to

contribute to current themes by encouraging their children to count how many birds are in their garden at home, as well as bring in items from home.

What needs to be improved?

- the assessment systems to show how children are developing through the six areas of learning, how their individual learning needs are being met and used to guide planning, and how assessments can be effectively shared with parents
- the systems to show that children have access to a broad and balanced curriculum that covers the steps within the six areas of learning over a period of time, that is guided by individual children's learning, and allows staff to support and build on the children's existing skills
- the support and opportunities provided for children to encourage and enable them to access all areas of the curriculum to develop and build on their existing skills.

What has improved since the last inspection?

Generally good progress has been made in addressing the two key issues raised at the last inspection. At that inspection the provider agreed to develop the plans to show how staff are positively and actively deployed and how children's mathematical progress is developed through play and practical activities.

Although staff roles are not identified in the plans, they are now deployed sufficiently enough to support the children in their choices. Staff make some use of play opportunities to question the children's understanding, especially in small groups or on a one to one basis. However, there is not always sufficient support given to the children to encourage their independent access and use of all areas of the curriculum on a regular basis, such as art and design and mark making.

Staff provide the children with sufficient opportunities to practise their counting skills throughout the session. However, they do not provide the children with sufficient challenges to build on their existing mathematical skills to develop this further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children show good levels of confidence as they leave their carer to settle into an activity of their choice. They have formed positive relationships with staff and each other and show an increasing awareness of the need to share and take turns. Their personal independence is sufficiently supported as they start to take care of some of their own needs, such as using the toilet and putting on their coat. There is limited evidence to show how their development and individual needs are supported.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children use their language well to communicate. They show a good awareness of the speaker and make positive contributions to conversations. Children enjoy books in a range of situations and understand that print carries meaning as they retell familiar stories. Children have access to mark making tools and materials. However, staff do not encourage regular use of these resources. There is limited evidence to show how children's individual mark making skills are supported and developed.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children count confidently up to ten and some beyond this in a range of situations, such as hide and seek and computer number games. They correctly identify that if there are eight children present they will need eight cups and plates. However, they are not provided with sufficient opportunities to build on these skills to solve simple number problems and compare size, position and quantity. There is limited evidence to show how their mathematical development and individual needs are supported.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Plans suggest an interesting range of activities is provided to encourage the children to explore and investigate. However, there is limited evidence to show how the children's progress is supported. Children use the computer with confidence. Plans show that children have a good introduction to their own culture, and the natural world and their local environment through a range of interesting activities. However, there is limited evidence that they are appropriately introduced to other cultures.

PHYSICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children show good spatial awareness, both indoors and outside. They move around furniture, obstacles and others at play, using the space safely. Children use small equipment with developing skill and control to catch, throw, jump and hit. They have good hand-eye co-ordination as they use a range of tools confidently to cut, thread, hammer, build and mould. However, There is limited evidence to show how their physical development and individual needs are supported.

| CREATIVE DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children explore colour, texture and form through a range of creative activities set out and initiated by staff, such as many different painting techniques, sand, play dough and collage. There is limited support and encouragement for children to access the range of creative resources to initiate their own art and design and express themselves. Children use their imagination well in role play, small world and especially with the sand, as they create farms, and move sand using their tractors. | |

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

- improve the assessment systems to show how children are developing through the six areas of learning, how their individual learning needs are being met and used to guide planning, and how assessments are effectively shared with parents
- develop the systems to show that children have access to a broad and balanced curriculum that covers the steps within the six areas of learning over a period of time, that is guided by individual children's learning, and will allow staff to support and build on the children's existing skills
- extend the support and opportunities provided by staff to encourage and enable children to access all areas of the curriculum to develop and build on their existing skills.

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.