



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106080

DfES Number: 520514

INSPECTION DETAILS

Inspection Date 01/03/2004
Inspector Name Jayne Barker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bishopsteignton Pre-School Playgroup
Setting Address Horns Park
Bishopsteignton
Teignmouth
Devon
TQ14 9RP

REGISTERED PROVIDER DETAILS

Name The Committee of Bishopsteignton Pre-school Playgroup
Committee

ORGANISATION DETAILS

Name Bishopsteignton Pre-school Playgroup Committee
Address Horns Park
Bishopsteignton
Newton Abbot
Devon
TQ14 9RP

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

Bishopsteignton Pre-school has been established for many years. The pre-school operates within the grounds of Bishopsteignton Primary School in a mobile classroom. The village of Bishopsteignton is situated just out the seaside town of Teignmouth. The pre-school has sole use of a mobile classroom and an enclosed garden.

The group is managed by a parent committee and provides sessional care for 16 children aged from three to five years. The pre-school runs morning sessions from 09:30 until 12:00. Tuesday and Thurs afternoon sessions are from 13.00 until 15.30.

There are currently 36 children on roll including 29 funded children. Thirteen of these children are four years old and 16 are three years old. There are presently no children who have English as an additional language. The pre-school supports children with special educational needs. Children who attend are mainly from the surrounding area. The majority will attend Bishopsteignton Primary School.

There are six regular members of staff who work full and part time hours. Four staff members have a recognised childcare qualifications. One staff member is working towards the Diploma in Pre-school Practice.

The pre-school have adopted a learning through play approach and receive support and training through the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bishopsteignton Pre-school provides good care for children.

Space and resources are well organised and the premises, which are in school grounds, are safe, secure and suitable. The toys and equipment on offer create an accessible, stimulating environment for young children. Clear documentation is in place to meet the National Standards.

Staff are vigilant about safety both in and out of doors and all areas are checked before use by the children. Staff actively promote the health of the children. Food and drink is properly prepared and in line with parental wishes and dietary requirements. Clear procedures are in place to deal with child protection concerns.

Overall a wide range of age-appropriate activities are provided. Children play well together and are generally well occupied in worthwhile activities. The preschool includes children with special needs but children at both ends of the spectrum receive limited input during the day-to-day running of the session. Overall, equality of opportunity is promoted within the setting with children being given the opportunity to learn about other cultures and religions. Behaviour management is age-appropriate and children are secure within the boundaries.

Good relationships are shared with parents and overall children are cared for in line with their wishes.

What has improved since the last inspection?

Good improvement has been made since the last inspection which raised the need for written permission for emergency medical treatment and written permission for administration of medicines. Both of the above are now in place.

What is being done well?

- A wide range of age-appropriate activities is used to create a stimulating environment including natural materials such as sand and water.
- Staff are vigilant about safety both in and out of doors.
- Food and drink is properly prepared and provided in line with parental wishes.
- Good relationships are shared with parents and children are cared for in line with their wishes.

What needs to be improved?

- the organisation of staff to provide effective support and challenge for all 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
10	Ensure that both more- and less-able children are given appropriate support at all times.

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

How effective is the nursery education?

Bishopsteignton Pre-school Playgroup offers good quality education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They are making very good progress in personal, emotional and social development, mathematical development and physical development. Children are also making very good progress in their knowledge and understanding of the world particularly in the use of information technology.

Teaching is generally good. Staff have a sound knowledge of the Foundation Stage and are developing their planning and assessment to ensure children make progress through the stepping stones. However, there is insufficient challenge and support for all children, particularly those with special needs. There is a very good selection of high quality resources which are well-organised and presented. Children are making generally good progress in creative development and communication, language and literacy.

Leadership and management are generally good. The pre-school is run by a dedicated parent committee who meet regularly. The committee are very committed to the improvement of care and education for all children. They carry out regular staff appraisals and provide funding for staff training to increase their knowledge and skills.

Partnerships with parents are generally good. Parents are given good opportunities to be practically involved in their children's learning, for example by bringing things in from home linked to the topic. They are given good information about the day-to-day running of the setting and the topics. Parents receive limited information about their individual child's abilities or steps for progression. However staff are aware of this and it is an area they have identified for development.

What is being done well?

- Children are very confident and co-operate well together particularly when playing games and in imaginative play. They are confident with familiar and unfamiliar adults.
- Children have a good awareness of space and their physical development is very well supported. They have regular access to challenging climbing and balancing activities as well as activities that promote their small muscle development.
- Children develop a real understanding of maths through practical application, for example, by regularly playing number games and calculating and weighing in their imaginative play.

What needs to be improved?

- support and challenge for all children, particularly those with special needs;
- opportunities for children to use and enjoy books, for example, for reference.

What has improved since the last inspection?

Generally good progress has been made which has had some positive impact on children's learning. The key issue set at the previous inspection was to develop the approach to the assessment of children's progress to include more information about children's individual progress to aid the planning of the educational programme and develop a system to ensure that this information is shared with parents. This remains an area for further development. Staff have sought support and advice on restructuring their planning and assessment and this is in its early stages of development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to speak in a group, they happily interact with children and adults present. Children are able to sit for substantial amounts of time and can confidently express their own feelings for example, "I feel angry and cross". They work well together, happily share toys and care for each other. They are well behaved and polite. Children are personally independent and can pour their own drinks, put on their coats and take themselves to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children chatter together and with adults throughout the day about activities and aspects of their lives. They have very good pencil control and attempt to write their names. Children have favourite books which they are familiar with and can recite. However there is insufficient use of books in daily activities such as for reference. Children have a good sense of rhythm and rhyme. However, there are not enough opportunities for more able children to learn about the sounds that letters make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond with lots of encouragement from staff when playing a fishing game. They calculate well, for example, 'I need two more eggs to fill my egg box'. Children confidently sort by shape and colour when playing lotto games. Staff give great emphasis to calculation and number using naturally arising situations, for example in role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children look closely at features of the natural world such as tadpoles and plants. Very effective use is made of appropriate technology. They are confident in using simple computer programmes, for example drawing pictures and playing sorting games. Children have a very good sense of time and place and frequently describe past events in detail.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make good use of outdoor space to run, balance and climb. They have a good awareness of space particularly indoors where there is limited free space. Children are enabled to learn about their bodies through relevant topics, for example, understanding how their hearts beat faster after running. They competently use small tools such as scissors, glue sticks and sellotape dispensers. They confidently pour their own drinks from large jugs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Regular opportunities are given to explore media and materials by making collages from junk using a good range of well-organised resources. Children enjoy familiar songs and rhymes, using musical instruments to develop their sense of rhythm. They become totally absorbed in their imaginative play using a range of well-presented resources, for example the farm shop containing till, telephone, scales, bags and fruit. However, children with special needs lack appropriate support in this area.

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

- Provide children with more opportunities to use and enjoy books.
- Provide appropriate support and challenge for all children, particularly those with special needs and those who are more able.

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.