



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106046

DfES Number: 513775

INSPECTION DETAILS

Inspection Date 20/05/2004
Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stockland & Yarcombe Pre-School
Setting Address The Village Hall
Stockland
Honiton
Devon
EX14

REGISTERED PROVIDER DETAILS

Name The Committee of Stockland and Yarcombe Pre-School
1028897

ORGANISATION DETAILS

Name Stockland and Yarcombe Pre-School
Address The Village Hall
Stockland
Honiton
Devon

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

Stockland and Yarcombe Pre-school is run by a committee. It is set in the rural village of Stockland, East Devon. Children attend from surrounding villages.

The person in charge holds a Diploma in Pre-school Practice and the deputy has recently completed the DPP.

The pre-school is registered to care for 26 children aged from three to five years. There are currently 13 children on the register, of whom eight are funded four year olds and three are funded three year olds..

Children attend during term time, Monday to Friday, from 9.15am to 12.00pm. A parent and toddler group also takes place on Friday mornings.

The children have access to a play hall, quiet room, toilets and outdoor play area.

How good is the Day Care?

Stockland and Yarcombe Pre-school provides satisfactory care for children. The group is well managed by a parents committee which fundraises and supports the staff. There is a wide range of well maintained natural, recycled and bought resources and equipment for children to freely access. The staff have a clear understanding of how to promote a safe environment for children and sensible policies ensure that children are protected from infection.

A wide range of activities are planned for children but lack of a clear system of observation and assessment means that next steps of learning are not identified for individual children. More able children are not always sufficiently challenged. The special education needs coordinator has some experience of working with children with special education needs and the premises have been made accessible.

Details are recorded of children's care needs and staff provide healthy snacks and drinks for children. Staff read to children during snack time to provide a relaxing atmosphere. Children generally behave very well but staff do not teach children how

to manage difficulties and conflicts with each other.

There are policies in place to support staff however, some policies do not meet current guidelines. Staff understand the need to store records securely and maintain confidentiality when sharing information with parents.

Staff have good relationships with parents who are encouraged to help on a rota. They give parents regular, informal feedback about children's progress. Policy information for parents is not up to date. There is a notice board and regular newsletters to keep parents informed about the group and about the activities their children are offered. Parents are pleased with the friendly and relaxed atmosphere of the group and enjoy the opportunity to meet with other parents and toddlers alongside the pre-school on Friday mornings.

What has improved since the last inspection?

not applicable

What is being done well?

- There is a wide range of natural, recycled and bought toys and resources for children to freely access. Staff regularly check toys and equipment is well maintained and safe.
- There are clear procedures to ensure children are kept safe and free from spread of infection.
- Staff are aware of the individual dietary requirements of children and provide healthy snacks and drinks.
- Parents enjoy friendly relationships with staff who know them and their families well. The parents and toddlers group is appreciated.

What needs to be improved?

- policies for health and safety and child protection
- parents information about policies and procedures
- staff's understanding of how to help children resolve difficulties and conflicts with each other.

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
10	Ensure health and safety policy does not discriminate against children with special needs.
11	Ensure staff interactions with children acknowledge and promote good behaviour.
12	Make sure information for parents about policies and procedures is accurate and current.
13	Ensure Child Protection policy is in line with local area child protection committee procedures.

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

How effective is the nursery education?

Stockland and Yarcombe Pre-school provides acceptable nursery education but children's progress towards the early learning goals is limited by some significant weaknesses. Children are making generally good progress in personal, social, emotional development, communication, language and literacy and knowledge and understanding of the world. In mathematical, physical and creative development children's progress is limited. Teaching has some significant weaknesses which prevent children making good progress. Staff plan a range of activities linked to the areas of learning but do not relate intended learning goals to children's existing knowledge and skills. Consequently, children are not sufficiently challenged to develop new skills or to use existing skills to solve problems. Staff make observations of children's abilities at the beginning and end of their time at the pre-school, these assessments are not linked to the areas of learning and are not used to plan for next steps in children's learning. There is a range of resources which is made accessible to children, however staff do not plan to support activities and children do not use the equipment effectively. Staff have good relationships with children whose behaviour is generally good.

The leadership and management of the setting has significant weaknesses. There is no clear system in place to record observations and assessments of children's progress towards the early learning goals thus it is difficult for staff and committee to monitor and evaluate the improvement of education.

Partnership with parents is generally good. Staff have friendly relationships with parents and know families well. An information booklet gives parents basic information about the foundation stage but parents are not given clear information about children's progress and are not involved in planning next steps in learning for their children. Parents support the group through fundraising and helping on the parent rota.

What is being done well?

- Children settle quickly and are happy and confident, staff know the children and their families well. More able children can concentrate for long periods of time and complete activities they have chosen for themselves.
- There is a wide range of well maintained natural, recycled and bought toys, resources and equipment to support children's play and learning.
- Children relate well to each other and adults, they share well and are beginning to resolve difficulties between themselves on their own. Children generally behave very well.

What needs to be improved?

- system of observing and recording children's progress towards the early learning goals so that staff can identify next steps in learning for individual children
- planning of activities which identifies extension and support needs of individual children to ensure more challenges and opportunities for progression for all children
- opportunities for children to use simple mathematic skills in everyday activities
- planning for the use of the outside area and large equipment
- provision of opportunities for children to freely explore and experiment with media and materials
- system to monitor and evaluate the effectiveness of the education provision.

What has improved since the last inspection?

The pre-school has made limited progress since the last inspection. Planning now covers all areas of learning but learning intentions are not clearly linked to learning goals. Because the system of observation and assessment of children's learning is limited and is not clearly linked to the stepping stones towards the early learning goals there is no planning to support or challenge individual children. There is no planning in place for the use of the outside area although children spend significant amounts of time outside in fine weather.

A mark making table has been set up with a good range of mark making implements which children can access freely, however there is no provision for children to write within other activities and in role play, consequently some children do not use mark making materials except during planned activities. There are no examples of children's own writing on display to encourage children to write.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle quickly and are happy and confident within the group. They relate well with each other and adults and are confident to choose activities on their own or with others. Children work well in groups and can agree how to share, resolve difficulties and set their own rules. Children are developing good self care skills and generally behave very well. Although children are free to choose activities they are not always supported by staff to extend learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy story time and join in when they know key words. Most children can read their own names and more able children can read the names of others. Children talk freely in groups and with adults and are able to express needs and ideas clearly. Most children recognise some letters, more able children can link letters and sounds. There is a well stocked mark making area for children to freely access but this is not accessed by some children who have no other opportunities to practise

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children routinely count at register time and most can count and recognise numbers up to 5, some can count higher but opportunities to extend learning are limited. Children are beginning to recognise and name simple shapes and are beginning to develop an awareness of comparison of size. However, mathematics is not integrated into everyday activities, such as recognising shapes in everyday objects, and opportunities to extend and use mathematical thinking are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing an understanding of their environment through planned topic work. They observe and explore features of living things. More able children have a good sense of time and are able to describe past, present and future events. Children enjoy using the computer and have good mouse and keyboard skills. They have access to a range of construction materials and equipment but often do not have opportunities to freely explore and experiment on their own.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move confidently around and can skilfully negotiate pathways when riding bikes. Staff help children use a variety of small equipment during planned craft sessions. More able children are learning self care skills and freely access toilets on their own. Although a great deal of equipment is set out every day for climbing and exploring few children use it. Planning does not identify how more or less able children will be supported to progress and develop new skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use a variety of materials to explore texture, shape and colour through planned and directed craft activities but few children use media and materials to freely explore and experiment. Children enjoy singing, a specialist music teacher visits once a week. Children enjoy freely expressing themselves through role play but are not challenged by staff to explore or express their feelings and senses. Resources in the play house outside are limited and do not encourage imaginative play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop a system of assessing children's progress using regular observations linked to the stepping stones towards the early learning goals and to use these assessments to plan for next steps in learning for individual children across all areas of learning to ensure challenges and progression for all abilities
- provide more opportunities for children to use mathematical skills into everyday activities
- plan and support a wider range of opportunities which promotes children's physical development and builds on children's favoured activities
- plan and support more opportunities for children to explore different materials and media and to help them express their responses.

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.