



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144338

DfES Number: 515431

INSPECTION DETAILS

Inspection Date 19/09/2003
Inspector Name Anne Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West Moors Pre-School
Setting Address West Moors Pre-School
The Avenue, West Moors
Ferndown
Dorset
BH22 0JF

REGISTERED PROVIDER DETAILS

Name The Committee of West Moors Pre-School

ORGANISATION DETAILS

Name West Moors Pre-School
Address The Avenue
West Moors,
Ferndown
Dorset
BH22 0JF

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

West Moors Pre-School opened in 1967. It operates from two rooms in a well maintained portacabin, close to the local school in West Moors. The pre-school serves the local area and is registered to provide care for 22 children aged three to five years.

There are currently 21 children on roll. This includes 14 funded three year olds, but currently no funded four year olds. Children attend for a variety of sessions. The group supports children with special needs, and children for whom English is an additional language.

The playgroup opens five days a week, during school term times. Sessions are from 08:50-11:45 and two sessions from 12:00-15:00 during the autumn term only.

Seven staff work directly with the children. Four staff hold teaching and other early years qualifications at level two and three. Three staff are currently on training programmes.

The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

West Moors Pre-School offers good quality care for children, and staff have a clear understanding of the National Standards.

Staff provide a safe and secure environment, and actively promote good personal hygiene in the children.

There is a high staff ratio, to support children effectively, and staff interact well with the children. There is an effective behaviour management policy in place. Staff are good role models, and children's behaviour is good.

The premises are bright and welcoming, and resources are clearly labelled and

easily accessible for children to choose. Staff provide good opportunities for children to experience an excellent range of play and activities that supports their all round development. Staff are to provide additional resources that promote cultural diversity, and disability.

The beautifully renovated outdoor play area provides a safe and stimulating environment for children in the group.

There are clear written policies and procedures in place. However, staff need to ensure additional details are provided in the record of visitors, and that all areas of the equal opportunities policy are implemented appropriately.

Children with special needs are well supported by experienced and trained staff. Staff have developed good relationships with parents and are available for informal discussion at any time.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure medication records were available and that a record of visitors was implemented. The setting has made satisfactory progress. Medication records are now in place. The attendance register records visitors who attend, but lacks detail of arrival and departure times as well as the full name and reason for visit.

What is being done well?

- Staff provide good opportunities for children to experience an excellent range of play activities and resources that support their all round development.
- The premises are safe, bright and welcoming, providing a child orientated environment, with a high staff ratio which supports children effectively.
- Resources are clearly labelled with words and pictures to enable children of all abilities to have freedom of choice.
- Children with special needs are well supported by experienced and trained staff.

An aspect of outstanding practice:

The beautifully renovated outdoor area provides children with an additional safe and stimulating environment to promote their learning and on-going development. Children are able to use the area as an extension of indoor play and enjoy colour recognition, counting games and physical play activities, as well as flower and vegetable gardening.

What needs to be improved?

- play resources that positively reflect cultural diversity and disability, and the staff 's knowledge to enable the equal opportunities policy to be fully implemented

- the record of visitors to include full names and times of arrival and departure.

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
2	Ensure record of visitors includes full names and times of arrival and departure.
9	Increase play resources that positively reflect cultural diversity and disability, and ensure that staff 's knowledge enables the equal opportunities policy to be fully implemented.

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

How effective is the nursery education?

West Moors Pre-school provides good quality nursery education and children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff plan effectively to help the children progress towards the Early Learning Goals and use a variety of effective teaching methods to develop confidence and independence. They make excellent use of the wide range of resources which are inviting, interesting and easily accessed by the children. However, staff do not always allow the children sufficient time to think through the answers to their questions.

Leadership and management is generally good as the person in charge is well qualified and experienced and has a good understanding of the learning needs of the children and meets these needs appropriately. Both the person in charge and the committee have a clear commitment to helping staff to learn and develop their skills and are well aware of the advantage that this brings to the setting and the children. However, there is no formal system for assessing the effectiveness of the setting and the educational programme.

There is generally good partnership with parents who are very positive about the education that their children receive and are provided with good information about the activities and organisation of the group. However, they do not have the opportunity to be involved in the assessment of their child and records are only shared with parents as their child leaves.

What is being done well?

- The children are largely very settled and trusting of staff and their independence is emerging.
- Children are being introduced to the concept of words carrying a meaning and are ascribing meaning to the marks they make.
- Children have many good opportunities to explore and investigate different materials and resources and the natural world.
- Children move confidently and with increasing skill and are learning to balance, jump and climb using a large range of good quality equipment in the outside play area.

What needs to be improved?

- opportunities to use ICT equipment and images in the pre-school which encourage children to become aware of the culture and beliefs of others

- sharing of children's assessment records with parents.

What has improved since the last inspection?

The setting have made generally good progress since the last inspection. The more able children are now taken to the small room for a short session each day and these sessions include letter and number work and detailed investigation of concepts and objects. These activities support progress in the Early Learning Goals well. Opportunities for children to record their thoughts and observations is included in some of the planning for the more able children but there is little evidence of it in the day to day activities offered. Children are now involved in tidying and storing toys and equipment at the end of each part of the session and enjoy this as part of the routine.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. The younger 3 year olds who have only been attending for 1-2 weeks are largely very settled and extremely trusting of staff. The children are forming warm relationships between themselves and choosing others to join in their activities. A growing independence is emerging well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Children respond to questions and are beginning to construct clear, full sentences. Children are being introduced to the concept of words carrying a meaning, are ascribing meaning to the marks they make and enjoy stories. There are insufficient opportunities available to encourage children to recognise letters. Staff use pertinent and thought provoking open questions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Numbers are used in all types of activities indoors and outdoors by staff. Three year olds count confidently to 5 and recognise, name and copy shapes in various activities. However, there is little evidence of staff introducing basic calculating with the 3 year olds and they miss opportunities to compare groups of objects and the used of language such as "more than".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children are given good opportunities to explore and investigate materials and resources and the natural world. They are encouraged to talk about events in their own lives and to recall details and context. They are developing skills with a variety of tools. However, they have few opportunities to use ICT equipment and see images which encourage them to become aware of the culture and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children move confidently and with increasing skill and are learning to balance, jump and climb using a large range of good quality equipment in the outside play area. They are given many good opportunities to develop skills such as pouring, spreading, cutting and use of a pegboard.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children are able to distinguish and name a range of colours including primary colours and others and staff encourage this across the whole range of activities. They are moving from parallel imitative play to imaginative and role play both spontaneously and in adult led, group activities. Numerous opportunities are offered for the children to express themselves through a variety of media.

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

- increase opportunities for children to use and become familiar with information and communication technology equipment and to foster the children's awareness and understanding of different cultures and beliefs;
- develop a system for sharing the children's records with their parents to increase their involvement with the process of assessment and evaluation of progress.

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.