



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507886

DfES Number: 517262

INSPECTION DETAILS

Inspection Date	06/10/2003
Inspector Name	Sheila Collins

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Mrs. Williams Pre-School
Setting Address	The Mrs. Williams Pre-School Pinchcut, Clayhill Road, Burghfield Common Reading Berkshire RG7 3HP

REGISTERED PROVIDER DETAILS

Name	The Committee of The Mrs Williams Pre-School 308031
------	---

ORGANISATION DETAILS

Name	The Mrs Williams Pre-School
Address	Pinchcut, Clayhill Road Burghfield Common Reading Berkshire RG7 3HP

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

Mrs Williams' Pre-school was first established in 1963 and moved to its present site in 1972. It is housed in a pre fabricated building within its own grounds, in the village of Burghfield Common, which is situated west of Reading. The pre-school is open to families from all sections of the community with most children at the present time coming from the village itself and surrounding villages, for example, Padworth and Mortimer.

The pre-school is registered for 26 children aged from two years to under five years.

Currently there are sixty six children on roll including forty six three year olds and two four year olds in receipt of nursery education funding. The pre school is open to children with special educational needs or with English as an additional language, but there are none attending at the present time. The pre-school is open on a sessional basis between 9:00 and 11:30 and 12:15 and 14:45 every week day during term times

An annually elected committee is responsible for running the pre-school and they employ a supervisor and five other staff members to work with the children. Three staff members hold a childcare qualification which are equivalent to NVQ level II or above. The pre-school is supported by Teachers and Development Workers from the West Berkshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Mrs Williams Pre- school provides a satisfactory standard of care for children. All aspects of the provision are well organised, and effective use is made of the staff, space and resources to ensure that all children are well cared for. A key worker system is in place which ensures that each child's individual needs are met. Children benefit from consistent routines. There is a good variety of activities for the children to take part in which promote all areas of their development. The pre-school is well resourced although there are limited opportunities for children to select toys and equipment for themselves.

Staff promote good hygiene practices well with the children. Staff praise and encourage children and as a result their behaviour is generally good. The staff are vigilant to ensure the children's safety at all times. The procedures to be followed in the event of an accident are known by staff but a qualified first aider is not present at every session. The pre-school has a set of policies and procedures which are followed however some of these lack detail.

There is a good partnership with parents and carers. They are informed about their child's progress both informally and formally and are kept up to date with events in the nursery by notices and newsletters.

What has improved since the last inspection?

Last inspection was transition.

What is being done well?

- Staff plan a wide range of practical fun activities which promote children's learning and development.
- Staff know the children individual needs well.
- Staff are vigilant to ensure the safety of the children at all times.
- Staff use praise and encouragement to promote acceptable behaviour.

What needs to be improved?

- the policies and procedures to be followed: in particular
- the procedure if a child becomes lost;
- the outings procedure;
- the special needs procedure;
- the complaints procedure;
- the behaviour management policy;
- the child protection procedures;
- the number of staff with a first aid qualification to ensure that there is a first aider on site at all sessions;
- the arrangements for storing resources;
- the recording of fire drills for both morning and afternoon sessions;
- the sharing with parents of the records kept on their child.

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
7	develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time	31/01/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	ensure that the behaviour management policy includes all areas to meet the criteria in the National Standards
12	provide opportunities for parents to receive regular information on their children's progress
11	devise and implement a system to record any incident of physical restraint
2	Devise and implement a procedure to be followed if a child should become lost.
6	ensure that the outings policy contains sufficient detail
6	ensure that evacuation drills are practised with children at both morning and afternoon sessions and are logged.
10	devise and implement a procedure to be followed by staff to help identify and support a child who may have a special need.
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including the address and telephone number of the regulator
13	ensure that the child protection statement includes the procedures to be followed in the case of an accusation being made against a member of staff or volunteer

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

How effective is the nursery education?

Children make generally good progress in the stepping stones towards the early learning goals. Attainment is generally good in all areas. Staff have appropriate expectations of the children in their personal, emotional and social development. Mathematics, communication, language, literacy and knowledge and understanding of the world are generally well taught.

Children have a variety of opportunities for creative development, as a result their attainment is generally good.

The staff have put an effective curriculum in place and well planned activities engage and sustain the children's interests and efforts. Staff take into account the individual learning needs of children but some activities do not challenge more able children. There are a variety of resources for all areas but not all children have enough opportunities to make independent choices. There is a good range of resources in the pre-school to support all areas of learning.

Leadership and management in the preschool is effective. Relationships between staff and children are good. As a result the children are confident and generally behave well. Children are assessed regularly, using a format linked to the early learning goals. The supervisor monitors and evaluates the planning of the curriculum, although overall planning does not yet include how more able and less able children will be provided for.

The preschool has an established partnership with parents and carers. Parents are given information about the routines and curriculum. Written information is made available to parents about all aspects of the provision, although some areas lack detail. Parents are able to involve themselves in their child's learning by contributing items for topics. There are informal and structured times for parents to talk with staff about their child's progress however there are limited opportunities for parents to record evidence of their child's home learning.

What is being done well?

- Activities are presented which engage and sustain the children's interests and efforts.
- Relationships within the preschool between staff and children are good.
- The children are confident and engage easily in conversations with each other and adults.
- Staff have appropriate expectations of children's behaviour.
- Staff use praise and encouragement of children to build on their self confidence and self esteem.

- An effective curriculum is in place.
- Relationships with parents are good.

What needs to be improved?

- the partnership with parents by improving the written information given about the preschool and its provision and by providing parents with more opportunities to share what they know about their child and to be involved with their child's learning;
- opportunities for older children to be more independent, to take responsibility for selecting own materials and resources, to recognise their names in print, to practice writing numbers and to take part in planned opportunities for the use of information technology;
- the evaluation of planning systems to ensure that assessments made on children are linked to plans and take into account the needs and interests of all children.

What has improved since the last inspection?

The preschool has made generally good progress since the last inspection.

There are more opportunities in activities for children to practice mathematical skills and staff have evaluated resources to see how these could use more effectively with children. However there are still missed opportunities for children to write numbers.

To ensure that children have regular opportunities to associate sounds with letters of the alphabet, syllables, words and patterns in rhymes, the preschool have introduced a 'letter of the week', daily discussions and have shared with children more poetry and songs.

There are more defined times in sessions for children to work in small groups with an adult.

However not all staff are confident about the early learning goals and how to extend activities for more able children.

The programme for physical development has been extended to use a range of small and large equipment in both formal and informal situations in and out of doors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are confident and keen to be involved in activities provided. Relationships are good and children have positive attitudes to learning and each other. Children are learning to take turns and to co-operate. Older children do not have enough opportunities to be independent and make choices. There are clear expectations for acceptable behaviour, as a result the children's behaviour is generally good. Children have an understanding of their own and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children listen to each other and adults and talk knowledgeably drawing on own experiences. They listen and respond well to stories. Children are developing writing skills and have opportunities to practice independent writing. Activities which promote reading skills are evident but children have limited opportunities to see their name in print on a daily basis.

MATHEMATICAL DEVELOPMENT

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

Children are counting up to five and older children are confident in counting to ten. They are using numbers in daily activities and have an understanding of the concepts of addition and subtraction. Older children are becoming competent at using and understanding comparative language and use language appropriate to quantity, shape, space and size in practical activities. Opportunities are limited for older children to practice recording numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children are confident when exploring and investigating, ask questions and make sensible suggestions, drawing on their own experiences. There is a good range of activities which enable the children to learn from first hand experiences. Items of information technology are available and all children need the opportunity to use these in planned activities.

PHYSICAL DEVELOPMENT

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

The children's progress in this area is generally good. Children move around with good co-ordination and awareness of others. They take part in a wide range of activities, which help to develop both fine and gross motor skills. Opportunities for both indoor and outdoor play are planned in the timetable.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are given opportunities to explore colour, different media and textures. Children express their ideas and feelings through a range of activities including role play and music. The staff provide an environment where the children can be creative but not all activities challenge the more able children and there are missed opportunities for children to select own materials, resources and tools.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- Expand the partnership with parents by improving the written information given about the pre-school and its provision and by providing parents with more opportunities to share what they know about their child and to be involved with their child's learning.
- Provide older children with more opportunities to be independent, to take responsibility for selecting own materials and resources, to recognise their names in print, to practice writing numbers and to have planned opportunities to information technology.
- Continue to evaluate planning systems to ensure that assessments made on children are linked to plans and take into account the needs and interests of all children.

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.