



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224047

DfES Number: 510869

INSPECTION DETAILS

Inspection Date 15/07/2003
Inspector Name Mary Anne Henderson

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Bomere Heath Sunshine Pre-School
Setting Address Bomere Heath C E Primary School
The Crescent, Bomere Heath
SHREWSBURY
Shropshire
SY4 3PQ

REGISTERED PROVIDER DETAILS

Name Mrs A Whittingham

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

Bomere Heath Sunshine Pre-School opened in 1997. It operates from a demountable classroom on the grounds of the primary school. The playgroup serves the local rural areas. The setting is registered to take children for out of school care but is currently only providing pre-school sessions.

There are currently 24 children on roll. This includes 12 funded three year olds and 12 funded four year olds. Children attend for a variety of sessions. There are no children attending with identified special needs and no children attending who speak English as an additional language. The group opens for five days a week during the school term time. Sessions are from 09:00 to 15:00.

There are three full and part-time staff working with the children. Two have early years qualifications. The setting receives support from the teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bomere Heath Sunshine Pre-School provides satisfactory care for children. Staff attend training workshops provided by the Early Years Development & Childcare Partnership (EYDCP), including update training in the Foundation Stage Curriculum.

There is an operational plan which is made available to parents and includes the policies and procedures of the group. The policies will need to be updated to include all elements as outlined in the National Guidance.

The staff provide a warm and welcoming environment for children and their parents.

Strategies are in place to ensure children are kept safe at all times. Staff work together on the planning which includes cultural festivals throughout the calendar year. The group needs to provide more resources to promote positive images of people with disabilities.

Children are involved in a range of challenging activities to stimulate learning. There

are positive relationships with peers and staff. Positive behaviour is encouraged by staff who use sticker rewards to promote desirable behaviour.

Partnership with parents is positive and include a prospectus, welcome pack and newsletters and a notice board displaying minutes of meetings and other items of interest to parents.

What has improved since the last inspection?

At the time of the last inspection the group were asked to provide an action plan to show how they would provide a second wash handbasin. The group provided an action plan and the strategy was that they would fundraise to pay for a washbasin and its installation, but this has still not been done.

The group were also asked to ensure there was a telephone on site. The group bought a mobile telephone.

The nappy changing is now satisfactory.

What is being done well?

- Staff listen to children and use open ended questioning to extend and consolidate learning.
- Staff provide a warm and welcoming environment for parents and their children, with lots of child led work and photographs on display.
- The toys and resources are labelled and accessible on low open shelving.
- Strategies for behaviour management work well in practice, as evidenced by children's behaviour.

What needs to be improved?

- a second wash handbasin to be installed in the toilets;
- organisation of the book corner to make it more inviting to children;
- policies made available to parents to be updated to include all elements as outlined in the National Guidance;
- risk assessment format must include all elements as outlined in the National Guidance and include assessment of outdoor play area;
- first aid box to be checked for out of date items;
- drinking water to made available at all times;
- children's access to positive images of people with disabilities;
- children's religious requirements to be recorded;
- Fire Officer's recommendations to be acted on;
- Partnership with Parents policy to be drawn up, agreed and implemented.

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
4	install a second wash handbasin in the toilets.	31/01/2004

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

Std	Recommendation
2	update policies made available to parents to include all elements as outlined in the National Guidance;
3	review layout of the book corner to maximise its appeal to children;
6	ensure the format used for risk assessment includes all elements as outlined in the National Guidance and include regular review of outdoor play area in risk assessment;
6	act upon any recommendations made by the Fire Officer;
7	check first aid box regularly;
8	make drinking water available to children;
9	record children's religious requirements;
9	expand resources reflecting diversity to include positive images of people with disabilities;
13	update the Child Protection policy to include procedures to be followed in the event of a member of staff or volunteer having an accusation made against them.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals with very good progress in some areas. They are on the whole taught well with staff and committee striving to meet their needs. Staff have an understanding of the Foundation Stage of learning and attend training provided by the Early Years Development & Childcare Partnership(EYDCP). Staff give children time and attention, listening to them, and extending and consolidating learning.

Staff provide a range of planned and spontaneous activities to stimulate children's learning.

The committee and staff also access advice and support from the EYDCP staff to try to improve their provision.

Leadership and management is generally good with staff working together. They communicate well with each other, the parents and the children. Staff could evaluate better provision with regard to ensuring activities meet the needs of the children, for example ensuring the book corner meets the children's needs.

Partnership with parents is generally good. A warm and welcoming environment is provided for parents and their children. They are offered a prospectus and have access to the operational plan including the group's policies. Parents are offered verbal feedback about the child's time at playgroup, and they know they have free access to their child's records of achievement. Planning is displayed and outlines the routine of the day. There is a parents notice board in the foyer. However there is no format in place for parents to contribute to their child's ongoing achievement through the pre-school.

What is being done well?

- Children's personal, social and emotional development is prioritised, with attention given to looking at other cultures and festivals.
- Children are developing well in creative and in physical development, especially in learning to use tools and equipment which develop manipulative skills.
- The children are progressing well in mathematics and are offered a variety of activities to stimulate learning. Staff use open-ended questioning to extend and consolidate learning of mathematical concepts.
- Staff also use open-ended questioning to extend learning well in knowledge and understanding of the world. They create artifacts and provide opportunities for children to learn through using their senses.
- Resources are clearly labelled and accessible to the children so children can

self-select.

- Staff provide a warm and welcoming environment for parents and children. They are friendly and approachable and provide good role models.

What needs to be improved?

- children's access to positive images of people with disabilities;
- children's access to the book corner;
- the provision for parents to contribute to their child's records of attainment and progression through pre-school.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Three of the four key issues have been satisfactorily addressed.

Planning now shows deployment of staff and how the children are grouped, staff ensure each child experiences a balanced range of activities to stimulate learning according to their age and stage of ability, and children now have further opportunities to develop their physical skills using indoor and outdoor apparatus.

One of the key issues for improvement has not been satisfactorily addressed, which is the provision for parents to contribute to their child's records of attainment and progression through the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's personal, social and emotional development is generally good, with staff providing opportunities to develop self care and independence. Staff praise children's efforts to achieve and the children have a good sense of self esteem. The children find out about their own and the cultures of others around the world through planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Development of children's communication, language and literacy is generally good. They behave well at large group story time and they are familiar with nursery rhymes. Children can write their own names, read simple words and have opportunities to chat with peers and staff throughout the day. There are lots of planned and spontaneous opportunities for children to practice fine manipulative and holding skills. Staff could improve opportunities for children to use and enjoy books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Very good progress is being made in mathematical development. The staff make good use of planned and spontaneous learning opportunities to count with the children during practical activities, with some older children able to count beyond 15. Children calculate during baking activities and explore shape, similarities and differences in planned activities. Staff encourage children to use the computer on which they explore mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are making very good progress in knowledge and understanding of the world. They access a broad range of opportunities to use their senses to explore and investigate. Children discuss their families and past and present events at home. They look at festivals and taste foods and make artifacts as part of theme work. Staff encourage children's learning through use of open-ended questioning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is very good. Staff provide a broad range of activities and resources to promote children's physical development. Art and craft resources are easily accessible to children and promote their fine manipulative development. Children access a wide range of large equipment for both indoor and outdoor play. Staff talk to children about the changes in their body during physical exercise and children explore healthy eating through planned activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creative development is very good. The children have access to resources such as paints, pens and crayons, gluing and colouring in activities. Many resources are easily accessible to the children so they can self-select. Staff extend and consolidate learning, and staff praise children and display their work around the playgroup. The children sing songs and play imaginatively in the home corner with peers and adults.

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 improved opportunities for children to use and enjoy books.
- Expand the opportunity for parents to contribute to their child's records of attainment and progression through pre-school.

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.