



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508015

DfES Number: 519865

INSPECTION DETAILS

Inspection Date 23/06/2003
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Beenham Pre-School
Setting Address Beenham Pre-School
Community Room, Beenham Primary School, 0
Beenham
Berkshire
RG7 5NN

REGISTERED PROVIDER DETAILS

Name The Committee of Beenham Pre-School

ORGANISATION DETAILS

Name Beenham Pre-School
Address Hillcrest, Back Lane
Beenham
Reading
Berkshire
RG7 5NG

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

Beenham Pre-School operates from the community room at the Beenham Primary School in the village located between Thatcham and Reading. The pre-school has access to a kitchen and toilet facilities. There is a small outdoor play area.

The pre-school opens two full days and two mornings a week during school term times. Sessions last from 9.00 a.m. to 2.45 pm on Monday and Wednesday and 9.00 a.m. to 12.00pm on Tuesday and Thursday. The pre-school is registered to provide 20 places for children aged between three and five years.

There are currently 25 children on role. This includes 9 funded three and 16 funded four year olds. The pre-school accommodates children with special needs. There are no children attending who speak English as an additional language.

Four part time staff work with the children. One staff member has an Early Years qualification. The setting receives support from the Early Years Development and Childcare partnership.

How good is the Day Care?

Beenham Pre-school offers satisfactory care for the children. Staff develop good relationships with the children and parents. Staff work well as a team and are well deployed throughout the session. The supervisor is an established member of the team however the rest of the staff are relatively new. The accommodation allows for flexibility in planning activities and resources inside and out. The management committee support the staff within the preschool and show an understanding of the National Standards for Sessional care and requirements of registration. All documentation is in place however some areas lack the necessary detail.

Staff give high priority to ensuring the safety of the children both indoors and out. They consistently carry out procedures detailed in the policies for health and safety. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy snacks are offered and staff foster

the children's independence at meal times appropriately.

Children develop confidence and are secure in their environment. The staff ensure the children have access to a wide range of interesting and stimulating activities indoors and outdoors. There is good support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with the parents. Parents support the pre-school and liaise with staff daily. Children's progress records are completed however are not shared with parents unless requested. Parents receive regular newsletters and information relating to the setting and its curriculum.

What has improved since the last inspection?

N/A the Previous Inspection was Transitional and not applicable at this time.

What is being done well?

- The pre-school provides an effective play and learning environment for the children indoors and out. Children are happy and settled within their environment, they move freely and with confidence within the preschool. (Standard 3)
- The pre-school activities and resources are well presented and welcoming for the children. There are effective security arrangements in place for protecting the children. (Standard 2 & 6)
- Staff are aware of the individual needs of the children. Staff provide good support for children with special needs. (Standards 10)
- Children develop confidence and a sense of security in their surroundings. Their independence in personal care and hygiene is fostered appropriately and children relate well to staff and each other. (Standard 7 & 8)

An aspect of outstanding practice:

The outdoor area is used imaginatively expanding the indoor resources and activities to the outside. Activities and resources provides a wealth of learning opportunities for the children allowing them to build on child initiated activities. (Standard 3 & 4)

What needs to be improved?

- documentation to include:-
- the procedure for lost children; (Standard 2)
- the procedure for reviewing and recording risk assessments; (Standard 6)
- the procedure for administering emergency medication and first aid; (Standard 7)

- information that provides details about the regulatory body; (Standard 12)
- the procedure to keep parents informed of their child's progress; (Standard 14)

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
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	01/01/2004

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

Std	Recommendation
14	documentation to include:- procedure for lost children; (Standard 2) reviewing and updating risk assessments; (Standard 6) policy on administering emergency medication and first aid; (Standard 7) information that provides details about the regulatory body; (Standard 12) ways to keep parents informed of their child's progress; (Standard 14)

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

How effective is the nursery education?

Beenham Pre-school offers good quality pre-school education where the children make very good progress towards the stepping stones and early learning goals.

They make very good progress in personal social and emotional development, communication language and literacy, maths, physical and creative development. This is due to the good interaction of staff engaging conversations with children and nurturing their self esteem. They praise children's efforts, use good questioning techniques to consolidate the children's learning and provide them with appropriate challenges on a daily basis.

Teaching is generally good. Staff work well as a team with clearly defined roles. They have good knowledge of the stepping stones which enables them to plan appropriate activities however there are missed opportunities in some activities to develop their investigation skills. There is an effective system in place to provide good support for children with special needs. Children behave well in response to the clear expectations and sensitive support of the staff.

Staff complete regular observations of the children's achievements of which are clearly recorded.

Leadership and management are generally good. The management committee are relatively new and are establishing their roles within the pre-school. Evaluations from activities and feedback form parents are used to make improvements to the provision. There were no parent comment forms available for the inspection. The management committee acknowledge their strengths and weaknesses within the setting and are currently reviewing and formalising policies and procedures for staff.

Partnership with parents is generally good. Parents are well informed about the pre-school its routines and the curriculum. Parents are able to share information about their child both informally and formally. Records of children's progress are made available but only by request.

What is being done well?

- Children are confident and engage easily in conversations with each other and with adults. They explore new words and extend their vocabulary enthusiastically.
- Children learn to use numbers in everyday practical situations and show that they understand size, shape and positional language through practical activities. There are good activities to extend the children's knowledge and mathematical language of comparing numbers.
- Children access a good range of tools and activities to enhance their physical

development. They are adept in their balancing & ball skills.

- Staff use good consolidation techniques through repetition, questioning and revisiting topics to enhance the children's learning.
- The provision of programmable toys and equipment to encourage the children to use technology effectively to support their play and learning.

What needs to be improved?

- Opportunities for parents to have more regular and easy access to their child's progress records.
- Staff's knowledge of how children learn and what children know already when presenting them with new experiences.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

Staff have developed their knowledge and understanding of the stepping stones. Curriculum planning, the key worker system, children's progress records & organisation of the session have all been reviewed and updated to incorporate the developing needs of the 3 & 4 yr olds.

The children's records are focussed and enable staff to record children's progress effectively. Staff continue to review and update the records of assessment.

The outdoor area has been developed to extend opportunities for children to develop their physical and gross motor skills.

A good range of activities are provide out doors to enhance the children's physical well being.

The staff use puppets to good effect to raise awareness of behaviour issues and feelings.

Chn receive stickers for reward & reinforcing positive behaviour through out the session which works effectively

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate confidently to each other and adults. They behave well and share toys and resources. Staff are sensitive to the needs of the children and foster their independence appropriately. Children care for their environment and help tidy away after activities. They have a good choice of activities and adapt resources confidently to enhance their play. Children's awareness of other cultures is developed appropriately as they take part in cultural festivals such as Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversations with each other and adults. They explore new words and extend their vocabulary enthusiastically. Children listen and respond confidently to stories enjoying visual props such as puppets to enhance their learning. They show an understanding that print carries meaning. Staff provide good opportunities for children to practise emergent writing with many opportunities for children to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to and beyond ten and most children are able to recognise numerals up to nine. Children are given good opportunities to use number and show that they understand size, shape and sequence with a good range of resources. They are able to calculate and compare groups of numbers through practical every day activities. Good questioning techniques encourage the children to explore mathematical concepts of shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about events in their personal lives and are becoming aware of cultures and traditions. Children are confident in design and making skills and use a good range of recycled materials. The broad range of programmable toys and equipment enables the children to use technology effectively to support their play and learning. The children take part in many interesting experiments e.g. adding water to fir cones where the children's observations and predictions are recorded.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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They have daily opportunities to access the outdoor area. Children are advanced and adept in their physical skills. They use balls and hoops confidently. They show good co-ordination and spatial awareness as they manoeuvre bikes and trikes outside. Many of the children are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills. Children are confident in their independence skills and show good awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including creative and movement. Children use their imagination well with excellent resources available to promote their imaginative skills.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- providing more opportunities for parents to be more involved in their child's progress;
- improving staff's knowledge of how children learn and what children know already when presenting them with new experiences;

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.