



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224049

DfES Number: 513159

INSPECTION DETAILS

Inspection Date	24/11/2003
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Border Pre-School
Setting Address	Llanymynech Village Hall Llanymynech OSWESTRY Shropshire

REGISTERED PROVIDER DETAILS

Name	The Committee of Border Pre-School
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ORGANISATION DETAILS

Name	Border Pre-School
Address	Llanymynech Village Hall Llanymynech Oswestry Shropshire

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

Border Pre-School opened in 1985. It operates from two rooms in a village hall in Llanymynech. The setting serves the local area.

There are currently 44 children from 2 to 4 years on roll. This includes 25 funded 3 year olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:15 until 15:00.

Seven part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnerships in Wales and England.

How good is the Day Care?

Border Pre-School provides good care for children. Staff are willing to attend training courses and work effectively as a team, knowing their roles and responsibilities.

Staff continually praise children for their achievements and manage children's behaviour in an appropriate way. Children interact well with staff and each other. However, a key worker system needs to be in place. Staff's skilful use of questioning challenges the children to think and extends and consolidates their learning. Staff have a good awareness of safety issues and record daily risk assessments to ensure that all areas of the building have been checked. The pre-school are aware that all staff need to have clearance checks in place and that they need to have a clear policy regarding the administration of medication available. Aspects of hygiene when changing nappies needs to be addressed.

Staff provide a broad range of activities covering the six areas of learning which

children can access, encouraging their independence.

Partnership with parents is good. Staff work with parents to cater for the child's individual needs.

What has improved since the last inspection?

One issue was raised at the last inspection.

The pre-school had to contact the environmental health department. This has been done. The visit took place and there were no recommendations.

What is being done well?

- The rooms are well set out and well organised to enable children to freely access the activities.
- The pre-school where possible fund one to one workers to work with children with special needs.
- Staff and children interact very well and children are able to access a wide range of activities which promote learning in all areas.

What needs to be improved?

- the checks on all staff
- the introduction of a key worker system
- a policy on administration of medication
- the procedures for nappy changing
- written parental consent to seek emergency medical advice or treatment for all children.

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
1	Ensure that all staff are CRB checked and disclosures available on staff file.
2	Ensure that there is a key worker system in place.
4	Ensure nappy changing procedures follow environmental health recommendations.
7	Ensure that there is a clear policy available on administration of medication.
7	Ensure that written parental consent to seek emergency medical advice or treatment is obtained for all children.

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

How effective is the nursery education?

Border Pre-School provides good nursery education with children making generally good progress towards the early learning goals. Children are well taught with staff having a very secure knowledge of the Foundation Stage curriculum and the early learning goals and attending any relevant training courses. Staff extend children's learning by encouraging the children to think and asking open-ended questions. However, staff do miss opportunities to count with the children in everyday practical routines and extend recognition of their names. Children also have limited opportunities to creatively and freely explore materials.

Individual education plans are drawn up for children with special educational needs. However, challenges are not set for the more capable children. There are a wide range of planned and spontaneous learning opportunities provided and staff ensure children's progression through observation and interactions. However, in order to ensure all children's needs are met a key worker system needs to be in place. All staff contribute to planning the curriculum and staff work well with parents to ensure the children are developing in all areas. Staff manage children's behaviour well and consistently praise children's achievements.

The leadership and management of the setting is generally good and staff work very well together as a effective team. Staff work with parents and other professionals are accessed to ensure that all children are included and the children's needs are met. All staff receive termly appraisals and staff are constantly supervised. Partnership with parents is generally good. Staff work hard to ensure that parents are kept well informed about their child's progress and the next stage of development. There are plenty of opportunities for parents to be involved in the life of the setting with regular parent volunteers in the setting. However, information about the six areas of learning needs to be available.

What is being done well?

- Children's personal social and emotional development is very good. Children are keen and interested to learn and are able to make decisions about their play from the wide range of activities on offer.
- Knowledge and understanding of the world and physical development are also very good, with a range of opportunities available to children in these areas.
- Staff work as an effective team providing children with an emotionally secure learning environment, enabling the children to be happy and confident learners.
- Staff's clear understanding of the stepping stones leads to well planned activities which engage and sustain children's interests and efforts.

What needs to be improved?

- planning to ensure that more opportunities are available for children to count in everyday routines, recognise their name and freely choose activities to extend their creative development
- planning to ensure that challenges for the more capable children are set
- organisation so that the children have key workers
- information on the six areas of learning needs to be available for parents.

What has improved since the last inspection?

Good progress has been made since the last inspection. Both key issues have been dealt with and staff meet regularly to discuss children's achievements and record these meetings. I.E.P's are also set for children who need specific targets, but planning does not set challenges for more able children. An enclosed outdoor area is now available for the children to enable children to further develop their physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Personal, social and emotional development is very good. Children are keen and interested to learn and able to select activities for themselves. They concentrate and persevere when linking construction sets. Staff have high expectations of children's behaviour and continually praise children's achievements. Children demonstrate personal independence when putting coats on before they go outside. There are many resources to positively reflect diversity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication language and literacy is generally good. Children listen well to stories and staff ask questions and involve them in the story. There are lots of opportunities for children to talk to staff about what they have done or seen. Children spontaneously sing rhymes when playing on the rocker. Children are encouraged to find their name but this activity could be extended. Displays and resources encourage children's recognition of letters and there are lots of opportunities to mark make.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. There are many opportunities for children to recognise numbers and count but this could be further extended in practical routines. Children begin to understand in a practical way the concepts of addition and subtraction. They have many opportunities to match, sort and recreate patterns and play games to reinforce these concepts. Opportunities to recognise shapes, match shapes and have completed worksheets to consolidate this learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Knowledge and understanding of the world is very good. Children have many opportunities to talk about similarities and differences when talking about the weather and explore and investigate when looking at leaves and cress growth. They have lots of opportunities to build with construction sets. Children discuss their families past present and future events. They have opportunities to look at different festivals and cultures. Positive images of diversity are evident.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Physical development is very good. When playing on the wheeled toys children move confidently around the area demonstrating an awareness of space and others. They access a wide range of large and small equipment to develop fine manipulative and gross motor skills. Children are developing a good awareness of a healthy life style.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creative development is generally good. Children have plenty of planned and spontaneous opportunities to explore colour, texture and shape. Children move around the room to music with obvious enjoyment. However activities are limited for children to freely explore and work creatively. Children play imaginatively in the hospital area and convincingly take on different roles and invite the adults to join in.	
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 opportunities for children to count in everyday routines, recognise their name and to freely choose resources to work creatively
- develop plans to ensure that challenges are set for more capable children
- implement a key worker system
- have information on the six areas of learning available for parents.

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.