



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY287400

DfES Number: 580053

INSPECTION DETAILS

Inspection Date	08/02/2005
Inspector Name	Susan Tuffnell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Redbourn Pre School
Setting Address	Methodist Church Hall North Common Redbourn AL3 7BU

REGISTERED PROVIDER DETAILS

Name	The Committee of Redbourn Preschool 1031610
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ORGANISATION DETAILS

Name	Redbourn Preschool
Address	Redbourn Methodist Church Hall North Common Redbourn Hertfordshire AL3 7BU

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

Redbourn Pre-School opened in 1987. It operates from the basement room in the Methodist Church Hall in Redbourn. The group serves the local area.

A maximum of 20 children may attend the pre-school at any one time. The group is open each week day from 09:15 to 12:15 with the exception of Tuesday when the group is closed.

There are currently 25 children on roll between 2 and under 5 years. Of these 10 children receive funding for nursery education. There are no children attending who have special educational needs and there are no children attending who have English as a second language.

The pre-school employs 4 full time staff and 2 relief staff. The manager and the deputy hold appropriate early years qualifications.

How good is the Day Care?

Redbourn Pre-School provide satisfactory care for children.

The premises are clean, well maintained and welcoming. Children have ample space to play.

Organisation of space and resources is effective in allowing children access to equipment and toys. Daily recording of children's attendance is accurate and kept up to date, however registration arrangements do not show when visitors are present.

There is a satisfactory range of toys, furniture and equipment providing a balance of appropriate activities which are planned to provide children with a wide variety of experiences.

Resources that positively reflect diversity are numerous and some activities are planned that include a multicultural theme.

Staff carry out regular in-depth observations to help assess the children's development.

Staff have a good understanding of potential hazards both inside and outside the building and take positive steps to minimise risks to children but the fire drill recording is limited.

Snacks provided by the staff are healthy and nutritious and take into account children's preferences and dietary needs. Effective methods are used to promote positive behaviour and children's kind and thoughtful behaviour is praised and valued by the staff. However, there is no statement on bullying in the behaviour management policy.

Children learn about health and hygiene through everyday routines but individual towels are not used for hand drying and records kept in the accident book are not confidential.

Partnership with parents is very good with a regular exchange of information. There are positive complimentary comments from parents on the Ofsted questionnaire.

The group have a comprehensive written statement on special needs that is shared with parents, however staff have limited knowledge and experience in child protection matters.

All relevant documentation is in place.

What has improved since the last inspection?

n/a

What is being done well?

- Some activities planned by staff include a multicultural theme and celebrate festivals around the world. The staff give children opportunities to extend their knowledge through some well planned topics i.e. children were introduced to Chinese New Year at group time and good explanations were given by staff to explain the topic. Children participated in linked activities such as creating plates of dried rice with chopsticks, using some paint techniques and looking at Chinese money, designs and patterns. A topic on the Arctic and Antarctic allowed the children to investigate weather, Arctic animals and fabric. The home corner was also transformed into an Arctic scene.
- Partnership with parents is very good. The committee is parent run and is fully involved in all aspects of the group through the Parental Involvement Policy. There is an informative and comprehensive guide to the group for new parents.

What needs to be improved?

- documentation - registration arrangements (visitors); fire drill recording; behaviour management policy (bullying)
- hygiene practises (hand washing)
- confidentiality in recording (accident book)
- child protection knowledge and understanding (staff)

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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

Std	Recommendation
7	review good hygiene practice with reference to children drying their hands review recording in the accident book (confidentiality)
11	devise a behaviour management policy that includes a statement on bullying ensure registration arrangements show when visitors are present meet any recommendations made by the Fire Safety Officer (in this case a Fire Log Book)
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

The provision for nursery education at Redbourn Pre-School is of good quality overall. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a satisfactory understanding of the Foundation Stage. Teaching methods help children learn effectively by planning a wide curriculum and staff are fully involved in activities to support and encourage the children. However, planning does not explain clearly the learning intentions, does not link clearly to the stepping stones, nor identify resources and staff deployment or include varied teaching methods for inclusion of all children.

There are excellent observations recorded for individual children but they are not used appropriately to identify and target areas of development to move children on to the next stage of learning. Evaluations of activities and observations are weak.

Leadership and management is generally good. The parent committee and the manager work together to ensure the smooth running of the sessions which impacts directly on the children's progress and staff morale. Staff meetings are held and staff have opportunities to express ideas and exchange and share information, however action plans to regularly monitor and evaluate the provision for nursery education are not in place.

Partnership with parents is very good. Information given to parents is excellent, they have access to good quality written and verbal information which includes a range of comprehensive policies and procedures, newsletters and parents information pack.

Parental involvement in the group is welcomed and encouraged. Parents share their skills, knowledge and interests with the children. Children's individual record of achievement and progress is available to parents at any time.

What is being done well?

- Children are beginning to use more complex sentences. A child looking at a book pointed to the tiger and said "this one is very nasty".
- Children are developing a sense of time and space. Talking about rabbits a child explained "I did have a rabbit, but now it's dead" , then went on to say " I saw a rabbit at the roadside from my car".
- Children enjoy music. A child picked up a recorder and began making sounds, soon a group of 5 children joined her. She passed the recorder around the children and they all took turns in making different sounds. This caused great excitement and the children enjoyed the experience.

What needs to be improved?
<ul style="list-style-type: none"> ● strategies to ensure effective monitoring and evaluating of the provision for nursery education and planning to clearly focus on the stepping stones and early learning goals ● planning for practical maths and writing skills ● children's access to a range of mathematical equipment, writing implements, creative materials and ICT ● children's development in sharing, tackling problems and persevering at tasks

What has improved since the last inspection?
n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are building relationships with each other and progressing in small group role-play. They show curiosity and interest in activities that interest them and they are beginning to make independent decisions selecting their own play opportunities. Children show concern for self and are now starting to understand the needs of others with support. However they still find sharing difficult, do not always persevere at tasks and are generally not willing to tackle problems.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are interacting and talking to each other and staff. They use simple statements to explain their feelings, listen well to stories and join in enthusiastically with familiar nursery rhymes. Children generally use vocabulary well to express themselves and are beginning to use more complex sentences. However, writing implements are not freely available for children to practise skills and there is limited opportunity to recognise familiar words or understand the concept of a word.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children say numbers in sequence 1 to 5 and 1 to 9, most can count reliably to 10. They use mathematical language to describe and compare shape and size and are beginning to understand the concept of addition and subtraction. Generally children do not show much interest in mathematics, there are limited opportunities for them to access equipment and materials and to reinforce and extend their understanding through regular activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to access a good range of topics for exploration and investigation. There are opportunities for children to show curiosity and interest in building and natural resources. They are developing a sense of time and space and talk about and show interest in people and places familiar to them, especially the local environment. However involvement in information and communication technology is limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a developing awareness of their bodies. They move with confidence and imagination practising control and coordination. Children have a good awareness of space, move spontaneously and are able to stop when instructed. They are using a range of small and large equipment with increasing control. However their range of movement is limited and they do not have free access to a wide variety of small tools and implements.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour, texture and shape in 2 and 3 dimensions through activities and topics. They enjoy music, dance, role play and stories responding to these experiences with eagerness and personal satisfaction. They are however limited in opportunity to use imagination and design skills as activities are generally adult led and impact on children's individual creativity.	
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

- ensure that strategies are in place that effectively monitor and evaluate the provision for nursery education and plans focus on the stepping stone and early learning goals
- ensure that planning includes regular practical maths and writing skills
- enable children to access a range of mathematical equipment, writing implements, creative materials and ICT
- encourage children's development in sharing, tackling problems and persevering at tasks

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.