



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140844

DfES Number: 515294

INSPECTION DETAILS

Inspection Date 28/11/2003
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cheddington Pre-School
Setting Address C/o Cheddington School
High Street, Cheddington
Leighton Buzzard
Bedfordshire
LU7 0RG

REGISTERED PROVIDER DETAILS

Name The Management Committee Cheddington Pre-School 1032172

ORGANISATION DETAILS

Name The Management Committee Cheddington Pre-School
Address C/O Mrs Helen Davies
3 High Street, Cheddington
Leighton Buzzard
Bedfordshire
LU7 0RG

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

Cheddington Pre-School is in the village of Cheddington which is between Aylesbury and Leighton Buzzard. Children attend from a wide area, the majority moving on to the local school. The group use newly converted premises attached to the school and have use of one room, their own kitchen, toilet area and outside play area.

The pre-school is open Monday to Friday 8.50 until 11.15 and 12.25 until 14.50 pm term time only. Children attend for up to five sessions. It also operates a lunch box club for those children going on into full time schooling. There are presently 50 children on roll. The group receives nursery education funding for three and four year olds and presently there are 35 3year olds and seven four year olds on roll who are eligible.

The pre-school is managed by a parent committee and employs a manager and ten staff. Most staff have been employed for a number of years and have a range of qualifications and training. There is a designated worker for special needs and the pre-school is able to meet the needs of children with English as an additional language or with a stalemated educational need. At present there are no such children attending.

How good is the Day Care?

Cheddington Pre-School provide good care for children. Staff are suitably qualified and keep their knowledge updated. The premises are well maintained and welcoming. although storage space is limited and restricts the use of some resources. Those resources offered support children's play, are used creatively, and children can access them easily.

Staff ensure premises and children are kept safe and risk of infection is minimised. Good hygiene practise is encouraged and clear health and safety procedures are followed. Nutritious snacks and drinks are provided and staff are vigilant in considering any child with an allergy. There is a clear procedure regarding child protection which is followed to ensure children's welfare is maintained.

Staff plan activities which are interesting and cover all areas play and most developmental needs. Some areas of physical development are limited. Staff ensure all children can take part in activities and meet any individual needs a child might have. Staff promote an environment which encourages equality of opportunity and children learn to respect differences of ability, gender and culture. Children's behaviour is managed well and staff offer clear direction to enable children to maintain their own boundaries.

Parents are given good information regarding the provision, although they are not kept formerly informed about children's progress. Parents help within the pre-school on a rota basis and are given clear direction as to their role and responsibilities. The majority of paperwork is well maintained. However some policies need updating.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children's individual needs are well catered for. Activities are adapted to ensure all children can take part, for example icing activity planned to include children with allergies. Staff lease with parents to ensure children are happy and settled within the group.
- Staff manage children's behaviour well. They give clear, consistent guidelines and divert inappropriate behaviour by involving children in interesting activities. Explanations about their behaviour enable children to develop their own limitations.
- Health and safety is given a high priority with regular daily safety checks carried out on the premises both indoors and out. Policies and good practice minimise the risk of infection and children are closely supervised to keep them safe.
- Staff enable children to extend their knowledge of other cultures through a programme of planned activities and promote a non discriminatory environment. Children are learning to respect others regardless of gender, race or ability.
- Staff plan and organise themselves well. There are clear roles and responsibilities and staff update knowledge through regular training courses. They follow clear procedures, for example in child protection, which ensures that children receive consistent care and their welfare is promoted.

What needs to be improved?

- organisation of resources to enable their better use
- information given to parents regarding the progress children are achieving
- present policies regarding special needs and complaints procedure to be

updated.

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
12	ensure all policies are updated as needed and that the complaints procedure includes Ofsted contact details.
14	re-establish procedure for keeping parents informed regarding their child's development.

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

How effective is the nursery education?

Cheddington Pre-School provides good quality nursery education. Children are generally making good progress towards the early learning goals. In personal, social and emotional development, knowledge and understanding of the world and creative development they are making very good progress. They are making generally good progress in communication, language and literacy, mathematics and physical development although there are minor weaknesses in these areas.

Quality of teaching is generally good. Curriculum planning covers all areas of learning. Some staff are unclear about the stepping stones approach to early learning goals and so the needs of the more able children are not always considered when planning. There is a designated special needs co-ordinator who supports children with individual needs. Staff manage children's behaviour very well, maintaining consistent rules and giving clear explanations which enable children to develop their own boundaries. At present there is no clear system for assessing children's progress which enables staff to plan activities for the more able children. Resources offered are of good quality although limited storage restricts the use of some larger physical equipment.

Partnership with parents is generally good and they are encouraged to take an active involvement in the group providing a regular support to staff on a rota basis. They are given good information regarding the provision and staff are available if parents wish to discuss children's progress. There is presently no opportunity for more formal feedback to be given to parents which disadvantages those parents who are not able to speak with staff during sessions.

The management and leadership of the group is generally good. Staff have clear responsibilities and are encouraged to undertake training to update their knowledge. Activities are planned in advance and are regularly assessed. Some issues from the last action plan are still outstanding.

What is being done well?

- Children are developing good codes of conduct. Staff encourage them to concentrate when working individually and in groups.
- Staff encourage children's language throughout all activities and children are developing a wide vocabulary.
- The curriculum includes a variety of well planned and interesting topics which broaden children's understanding of the world around them. Children are allowed time to explore the differing themes through a range of linked activities.
- Children are able to express their ideas through a variety of creative

activities. They develop their own role play, sing songs and rhymes and create designs using a variety of mediums.

- Children with individual needs are supported well. A high adult to child ratio is maintained and the group are flexible to accommodate specific needs.

What needs to be improved?

- opportunities for children to practise reading and writing familiar words, practise pattern making and develop calculation skills.
- opportunities for children to regularly practise skills on large equipment.
- staff's understanding of the stepping stones approach to learning to enable them to offer more able children greater challenge.
- the procedure for observing and recording children's progress to enable more effective planning of the curriculum for more able children.

What has improved since the last inspection?

Activities are planned to develop children's understanding of most mathematical concepts. There are still minor weaknesses in the programme for children to develop skills in calculation and practise pattern making.

Some new outdoor equipment has been purchased but this is limited. Storage of larger equipment, such as the climbing frame, restricts it's regular use and therefore more able children are still not offered enough opportunities to develop certain skills.

Children are offered a range of material during craft activities with which they can express their creativity.

The planning has been developed to cover all areas of learning and staff continue to observe children's progress. There is no systematic way of assessing these observations which would enable staff to plan effectively for more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are learning to become independent and are developing self esteem. They co-operate well together and are learning to share well and support each other. Behaviour is good and staff encourage children to set their own boundaries with consistent codes of behaviour applied and clear explanations given. Children negotiate with each other and learn to respect each other's wishes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are developing well. They use a wide vocabulary when involved in role play and staff encourage them to learn new words during all activities. They practise writing their own name and some individual letter recognition and formation. There is limited opportunity for them to practise the reading and writing of other familiar words through, for example, resources in the home corner or labelling of familiar objects and displays.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Number recognition and an understanding of shape and size is encouraged throughout all activities. Children practise counting when singing songs and rhymes, whilst doing craft (how many legs for a spider) and whilst helping with snack time. Activities are planned to develop an understanding of shape and size and children where observed talking about making circular or oval train tracks. There is limited opportunity for them to practise recreating pattern or practise calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There is an interesting programme offered to develop children's understanding of the world around them. Themes include topics on the environment, differing cultural festivals and events in their own past and present lives. They investigate and explore living things around them and staff link daily activities into the specific themes to encourage children to extend their knowledge of the subject.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to handle tools and equipment with increasing skill. Activities are provided to develop understanding of space, and co-ordination. They practise with a range of small equipment including scissors, balls, hoops, small climbing frame and some ride on/push along toys and use the school hall for large group activities. The amount and availability of some equipment is limited which disadvantages some children and limits the amount of challenge being offered to older children

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express their creativity in a variety of ways. Staff provide time for them to develop role play and become actively involved in children's play, going on a picnic, being caught by policemen. Activities for creative design are imaginative, planned and resourced well. Children are offered a variety of differing mediums including gloop and collage, and take part in music, cooking and dance. They are able to create and build a range of objects, large bugs and volcanoes.

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

- Staff to develop more understanding of the stepping stones to the early learning goals, to aid curriculum planning and better use of assessment, in order to meet the needs of more able children.
- Provide more opportunities for children to practise reading and writing of familiar words, and develop calculation and pattern making skills, through practical meaningful activities.
- Extend the number and use of physical equipment and resources to enable more children to benefit from activities and provide challenge for more able 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.