



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206835

DfES Number: 516041

INSPECTION DETAILS

Inspection Date 27/06/2003
Inspector Name Mark Evans

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Overseal Pre-School
Setting Address Overseal Village Hall
Woodville Road
Overseal, Swadlincote
Derbyshire
DE12 6LU

REGISTERED PROVIDER DETAILS

Name The Committee of Overseal Pre-school 1072232

ORGANISATION DETAILS

Name Overseal Pre-school
Address Overseal Village Hall
Woodville Road, Overseal
Swadlincote
Derbyshire
DE12 6LU

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

Overseal Pre-school has been established for over 30 years and is managed by a committee. It serves the local community and surrounding areas. There are currently 33 children on roll, of these there are 14 funded 3-year-olds and 12 funded 4-year-olds.

The setting is currently open Monday to Friday, 9:30 hours to 12:00 noon, term-time only.

The pre-school is situated in the village of Overseal. It consists of a large accommodation room for children, toilet/wash rooms, storage areas at the rear of the premises and a kitchen for provision of snacks and drinks.

At present there are no children in attendance for whom English is an additional language. The staff have experience of caring for children identified as having special educational needs.

The manager and deputy hold the Diploma in Pre-school Practice and an NVQ level three. Of the other staff members, one is working towards a level three qualification and two are working towards a level two qualification.

The pre-school receives support from a Early Years Development Officer, from the Early Years Development and Childcare Partnership, and has strong links with the local primary school.

How good is the Day Care?

Overseal Pre-school provides good quality care for children. There are good staffing levels maintained at the pre-school, with a strong commitment to training and the numbers of qualified staff. The setting has a good range of equipment to support children's care, play and learning opportunities. There are resources and pictorial images within the pre-school that promote positive images of culture, ethnicity, gender and disability.

The premises are maintained to a satisfactory standard. Written risk assessments are completed and reviewed to maintain consistent levels of safety. However, there are some improvements to be made with regard to children's access to certain areas of the building and the security of the outside play area.

Staff have good relationships with the children which helps to foster co-operative and helpful attitudes. Adults within the setting are caring and attentive to the needs of the children in their care. Staff are aware of any individual dietary needs of the children and this is accounted for each day. The setting provides snacks and drinks for the children which are varied, well-presented and of good nutritional value. Children are able to make choices of foods, serve themselves and pour their drinks which encourages good levels of independence.

Staff have a good knowledge of child protection issues and the procedures and arrangements for child protection are secure.

The setting has a positive attitude towards working in partnership with parents. Confidential records are kept in order to have relevant contact details, to meet the individual care needs and to monitor children's development. Records are in good order with only one improvement needed.

What has improved since the last inspection?

At the last inspection the setting agreed: to ensure that the registration system for children includes times of arrival and departure; obtain written parental consent for emergency treatment or advice; identify a designated person for behaviour management; implement an incident record book; ensure the play space is safe with regards to stacked chairs; the registered person to complete a suitable person interview; to clarify status of staff vetting; keep a record of visitors and to implement a no-smoking policy.

The pre-school now records the hours of attendance for children; has written consent from parents for emergency treatment; has made an incident book available; stacked chairs are now stored in a cupboard; the registered person has completed a suitable person interview; staff are subject to vetting procedures; a record of visitors is maintained and a written no-smoking policy is in place. Although not required for sessional day care purposes, the setting has identified a person for responsibility for behaviour management.

What is being done well?

- There are good levels of staffing on duty and a strong commitment to training and qualifications.
- Staff are interested in what children say, they talk and listen, ask questions, respond to children's questions and encourage children with their play and learning.
- Foods provided by the setting include healthy options, such as fruit and cheese, and children have access to drinks at all times.

- Staff have good relationships with parents and work positively to promote effective partnerships.
- Staff have a good knowledge of child protection issues and procedures to follow.

What needs to be improved?

- safety with regard to the children's access to the walk-in storage cupboard and the stage area, and the security of the outside play area;
- the complaints procedure so that it includes the address and telephone number of the regulator, Ofsted.

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
6	make sure the walk-in storage cupboard and the stairs to the stage area are inaccessible to the children;
12	ensure the complaints procedure includes the address and telephone number of the regulator, Ofsted.
6	make sure the outside play area is secure and that children are unable to leave it unsupervised;

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

How effective is the nursery education?

Overseal Pre-school provides a welcoming, stimulating environment where children make generally very good progress towards the early learning goals.

The quality of teaching is very good. Staff work closely with the children and lead some activities, where appropriate, to support their learning. The staff group work well as a team and are very supportive to each other which enhances the structure for children's play and learning. Staff are involved in the curriculum planning and have very good knowledge of the early learning goals. The key worker system and observational development records are effective and include what the child could usefully do next to promote their individual development. It was agreed that it could be beneficial to extend the opportunities for children to work in smaller, ability related groups. Staff have high expectations of children which are made clear and which children are able to respond to.

The leadership and management of the setting is very good. The manager provides good leadership, has an objective approach and is willing to make changes to further develop the service provision.

The partnership with parents is very good. Staff have formed good relationships with parents and involve them in completing children's development records. Parents receive good communications from the setting, including written and verbal information.

What is being done well?

- Children's personal, social and emotional development is very good. They are co-operative, helpful and well behaved and are developing good levels of independence.
- Good opportunities for children to practise meaningful writing, be familiar with books, explore language and link sounds and letters ensure that children's progress for communication language and literacy is very good.
- Staff have very good relationships with the parents which supports each child's learning and care. Parents are kept up to date and receive good information about the setting and are involved in the assessment of their child's development.
- Staff work extremely well as a team and present as good role models for children under the effective leadership of the manager.

What needs to be improved?

- increased opportunities for children to use subtraction, measuring and

compare quantity.

- more regular opportunities within creative development for children to respond to a variety of sensory experiences.
- more regular use of smaller, ability related grouping of children to further enhance the effectiveness of learning opportunities.

What has improved since the last inspection?

Planning has improved so that the aims of activities are clear to staff.

There are good opportunities for children to practice emergent writing, list making and mark making.

Opportunities that promote children's creative, mathematical and literacy development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress with their personal, social and emotional development. They work and play co-operatively within groups, share and take turns. Children have an awareness of the boundaries set and behavioural expectations within the setting. They are confident to speak within groups and are gaining good levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in this area is very good. They enjoy using books and manage them appropriately. Children are able to use language in a variety of ways, for negotiating and expressing ideas. There are good opportunities to encourage children to attempt writing for different purposes, such as lists and forming recognisable letters, and to explore language.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Children show confidence with numbers and are able to count to 10 and above. They show an interest in number problems and are able to compare two numbers recognising more or less. Extended opportunities for children to use subtraction, measuring and comparison of quantity would enhance their progress for mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress with their development for knowledge and understanding of the world. Children are making good use of information technology to support other areas of learning. They are developing a sense of place within their local environment and are developing awareness of other cultures and of people as individuals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is very good. They are able to access a wide variety of resources providing opportunities for both fine and gross motor development. Children are able to move confidently around each other, show good balance and have spatial awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's creative development is generally good. They use and express their imagination through role play activities and use of materials such as free painting, drawing and modelling. Children explore colour and shape through a variety of play materials. Extended opportunities for children to respond to a variety of sensory experiences would be beneficial.

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 key issues to report, but consideration should be given to improving the following:
- increase opportunities for children to use subtraction, measuring and compare quantity.
- extend opportunities within creative development for children to respond to a variety of sensory experiences.
- make more regular use of smaller, ability related grouping of children to enhance the effectiveness of some activities.

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.