



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 145857

DfES Number: 519739

INSPECTION DETAILS

Inspection Date	06/06/2003
Inspector Name	Jan Healey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bratton Pre School
Setting Address	The Church Institute Tynings Lane, Bratton Westbury Wiltshire BA13 4RR

REGISTERED PROVIDER DETAILS

Name	Mrs J Sneddon
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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

Bratton Pre School has been long established, and operates from the church institute, in the village of Bratton, Wiltshire. The pre-school serves the local area of Bratton, Edington and the town of Westbury.

The pre-school is registered to care for 24 children aged two to five years. There are currently 35 children on the register, including seven, funded three year old and sixteen funded four year old children. Six children have special needs.

The group opens from Monday to Friday, from 9:15 to 12:00. On Tuesday's, Wednesday's and Thursday's, the group holds a lunch club, and remains open until 13:00. The group is open term time only.

Six members of staff work with the children, of whom four work full-time. Two staff hold early years qualifications, and one is currently on a training programme. The group are working toward PSLA accreditation.

How good is the Day Care?

Bratton Pre School provides satisfactory care for children.

Staff provide a warm and welcoming environment for both children and parents. Children are protected from adults who are not vetted, and there are sufficient staff working directly with children, who are able to access toys independently. However, space is not organised to meet the needs of children. Records are stored securely and confidentially.

Staff are aware of risks to children, and ensure their safety, however, staff are not always active in promoting good hygiene. Parents are kept informed of any accidents that occur on the premises, but staff do not have written parental consent to administer medication. Staff respect parental wishes with regard to the food and drink offered to children, but children are not given independence during snack time. Children have access to a variety of resources, which reflect positive images of

culture, ethnicity, gender and disability. Staff have experience of working with children with special needs, and work in partnership with parents and professionals, to provide for their care. Staff are aware of child protection procedures.

Children have access to a variety of resources, but there is a lack of mathematical activities. Staff are consistent in their approach to behaviour management.

A complaints procedure is in place, but does not contain the address and telephone number of Ofsted. Parents are kept informed of their child's progress and development, and are welcomed into the group.

What has improved since the last inspection?

There were no actions at the previous inspection.

What is being done well?

- Staff are aware of the risks to children and ensure their safety. (Standard 6)
- Children have access to a variety of resources, which reflect positive images of culture, ethnicity and disability. (Standard 9)
- Staff have experience of working with children with special needs, and work in partnership with parents and professionals, to provide for their care. (Standard 10)
- Staff are consistent in their approach to behaviour management. (Standard 11)

What needs to be improved?

- children's access to mathematical resources; (Standard 3)
- the organisation of space;(Standard 4)
- the procedures for promoting good hygiene;(Standard 7)
- the procedure for gaining written parental consent to administer medication;(Standard 7)
- the children's independence during snack time;(Standard 8)
- the complaints procedure; to include Ofsted's address and telephone number;(Standard 12)

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
7	Obtain written parental permission before administering medication to children.	06/07/2003

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

Std	Recommendation
3	Ensure children have access to mathematical activities.
4	Organise space to meet the needs of children.
7	Ensure good hygiene practices are in place regarding hand washing to prevent the spread of infection.
8	Develop children's independence during snack time.
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all six areas of learning. The area of personal social and emotional development is generally good with only minor weakness in behaviour caused by organisation of the groupings. The area of communication language and literacy is generally good and children are questioned effectively by staff and talk about stories with enthusiasm. No weaknesses were found in this area of development.

The area of mathematics is generally good and children count, sort and order numbers. They talk about shape and learn to weigh when cooking. There is however not enough emphasis placed on this area and in particular on simple mathematical problem solving. The area of knowledge and understanding of the world is generally good, as is physical development and creative development. Some minor weakness exists in creative development where staff draw too many outlines for children and rely heavily on templates.

Teaching is generally good and staff question effectively, plan the programme well and use assessments for future planning. The staff show good understanding of the early learning goals and are willing to attend extra training.

Leadership and management is generally good and the manager is able to assess the needs of the group and has managed to encourage others to work closely with her. There is a good feeling of teamwork at this setting.

Partnership with parents is very good and parents feel well informed, and involved with the group. The V.I.P. system works well and shows that parents are valued. Parents are provided with good information about the curriculum and receive good feedback on their children's progress.

What is being done well?

- Communication language and literacy is developing well and in particular the group use developmental writing well showing children that writing has a purpose.
- Role play is a strong feature of this group and staff encourage children to use imagination well in this area. They use good stories such as 'The Three Billy Goats Gruff' and this was well linked to physical development as children used the balancing beams in their role play.
- Staff have clear understanding of the early learning goals and plan work well and link their planning to assessments made on children, using assessment to inform their future planning.
- Leadership is generally good and the group has new members of staff who have been quickly assimilated into the team and who are working well with

the other members of the team.

What needs to be improved?

- The organisation at story time, the group does not work as one big group because this leads to the younger and less able children being restless.
- The emphasis given to mathematics, in particular simple mathematical problem solving.
- The staff reliance on outlines for children to fill in and the use of templates.
- Children's independence, especially at snack time.

What has improved since the last inspection?

Progress since the last inspection has been generally good.

Children now have choice built into most activities for example in all art activities children are able to choose their own materials and tools. However, children are still not allowed to be more independent during snack time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Provision for personal, social and emotional development is generally good. Children are gaining in confidence. They are learning to share and care for one another and show enthusiasm for all that they do. They have opportunity to make choices in many ways. They enjoy learning about their own culture and about other cultures and understand the need to stay healthy. Behaviour is good on the whole but sometimes when the whole group are together behaviour deteriorates.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The area for communication language and literacy is generally good. Children's language is extended by the staff use of good questioning skills. They are learning their phonics in a fun way with the use of games and learning to love books with the use of good stories. Children's role play is particularly good and linked with other areas of the curriculum. Staff encourage the use of writing for a purpose as children play in the 'ticket office' Children also learn to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The area for mathematics is generally good. Children are able to count, sort and order numbers. They learn to weigh when cooking and talk about shapes. The use of mathematical language when building with bricks or using balancing beams is good. However mathematics is not always given enough emphasis, in particular there is not much opportunity to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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This area of learning is generally good. Children are able to investigate and understand change as their cooking turns from liquid to dough. They select their own tools as they design and make. Children have opportunities to use the computer to support other areas of learning. They talk about themselves and their families and about the environment in which they live. They learn about their own culture as they make Easter bonnets and about other cultures such as the feast of 'Diwali'

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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This area of learning is generally good. Children move with control on their balancing beams and on the wheeled toys. There is a safe awareness of space and of others around them. Children are learning about their bodies and how to stay healthy and are able to use a good range of equipment large and small. They choose and use tools well especially when using malleable materials such as dough.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creative development is generally good. Children explore colour in their painting and in their printing with sponges. They make three dimensional models with care and sing and use musical instruments with enthusiasm. They especially enjoy role play as they act out the story of 'The Three Billy Goats Gruff'. However staff rely too heavily on the use of adult drawn outlines and templates which restricts the development of children's own drawing.	
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

- Consider the organisation of whole group time, in order to ensure that the children's behaviour does not deteriorate during these sessions.
- Give mathematics more emphasis and in particular the area of simple problem solving.
- Give children opportunities to develop independence, for example in creative development and during snack time.

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.