



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133722

DfES Number: 582066

### INSPECTION DETAILS

Inspection Date 11/03/2004  
Inspector Name Sheila Collins

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Faringdon Pre-School  
Setting Address Canada Lane  
Faringdon  
Oxfordshire  
SN7 8AH

### REGISTERED PROVIDER DETAILS

Name The Committee of FARINGDON PRE-SCHOOL

### ORGANISATION DETAILS

Name FARINGDON PRE-SCHOOL  
Address CANADA LANE  
FARINGDON  
OXON  
SN7 8AP

## 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

Faringdon Pre-School was first registered in 1979. It meets in its own building which is situated in the grounds of Faringdon school. Within the building there is a large playroom, a kitchen, toilet area and a storage room. The children have access to an outside play area which is for their sole use.

The preschool is open every weekday in term time. Each morning sessions take place between 9:00 and 11:30 and afternoon sessions are offered between 12:30 and 15:00 on Tuesdays and Thursdays. An additional session takes place on Wednesday afternoons between 13:00 and 15:00 for children aged between two and three years. There are 53 children on roll at the present time. Of these, 30 three-year olds and 1 four-year old are in receipt of nursery education funding. The preschool supports children with special educational needs.

The preschool is run by a committee who employ eight members of staff overall. Some staff work on a part time basis. Of the total staff, three hold teaching qualifications; one has a qualification at NVQ level 3 and another is undertaking NVQ 2. The preschool receives support from the Oxfordshire Early Years Partnership and are members of the Pre-School Learning Alliance. The preschool also has a Foundation Stage Partnership with Faringdon Infant School.

### How good is the Day Care?

The quality and standard of day care at Faringdon Preschool is good. The premises are clean and welcoming. The staff work well together as a team to ensure that effective use is made of the space available both in and out of doors. Children are happy and settled within the environment. The pre-school offers children a wide range of activities which promote all areas of development. It is well resourced with age and stage appropriate toys and equipment to support the curriculum. Staff are vigilant to ensure the safety of children at all times. The premises are secure and staff have a good understanding of the safety requirements in each area, including the procedures to be followed in case of evacuation. Security of the premises is high with parents and visitors to the preschool having to ring the doorbell to gain entry.

Staff encourage children to be aware of personal hygiene but children need to be encouraged to wash their hands before snack. Staff know the individual children well and are deployed effectively to meet their needs and to promote quality experiences in play and learning.

There are staff with first aid qualifications in attendance at every session. All the staff are aware of the procedures to be followed if there are concerns about a child's health or welfare. The staff are friendly and approachable and offer a high level of support to the children. The children are generally well behaved and respect the needs and feelings of others. The policies and procedures for the preschool, which the staff work to, are available to parents. Staff welcome parents into the preschool and have good relationships and an effective partnership with them. Parents receive comprehensive information and are consulted about their child's care and development. Staff work closely with them to ensure that children receive continuity of care. Parents are able to contribute to their child's development records and learning.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- The pre-school has an effective operational plan in place which works well in practice.
- The staff are deployed well and make good use of the space available to meet the needs of the children attending and to make the environment welcoming for both parents and children.
- The staff are aware of children's individual needs and of routes of referral if they have concerns about a child's development or welfare.
- There is a wide variety of toys and equipment available which supports the curriculum and covers all areas of learning and development.
- Staff are vigilant to ensure the children's safety at all times both in and out of doors.

#### **What needs to be improved?**

- the children's hygiene practises by ensuring that they wash their hands before snack
- the systems for record keeping to ensure that any written information for parents can be kept confidential
- the complaints policy to include reference to 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
7	ensure that arrangements are in place for children to wash hands before eating snack
14	ensure that the complaints policy includes the details of Ofsted and when sharing any records kept on a child with the parents, that confidentiality is maintained.

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

### How effective is the nursery education?

Faringdon Pre-school nursery education provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. Attainment is very good in communication, language, literacy, creative and physical development, mathematics and knowledge and understanding of the world. Staff have appropriate expectations of the children in personal, social and emotional development, which is very good.

The teaching is very good and all staff are secure in their knowledge and understanding of the stepping stones to the Early Learning Goals. Staff have in place an effective curriculum with well planned activities which engage and sustain the children's interests and efforts. They take into account the individual learning needs of children and children are confident and keen to be involved in activities provided. They have opportunities to be independent and make own choices, although in some activities, these are limited for more able children. There are good resources to support all areas of learning. Staff have clear expectations of acceptable behaviour, as a result the children are confident and generally behave well.

Children are assessed regularly, using a format linked to the early learning goals. Staff give children opportunities to repeat, consolidate and extend their learning in a variety of ways. Good planning and evaluation systems are in place for the monitoring of the nursery education provision.

The pre-school is very well led and managed and a good partnership with parents and carers has been established, which benefits the children. Parents are well informed about the routines, curriculum and all aspects of the provision. They have opportunities to contribute to the assessments made on their child and to be involved with their learning both at pre-school and by extending this at home.

### What is being done well?

- Staff use praise and encouragement of children to build on their self confidence and self esteem.
- An effective curriculum is in place with a wide range of planned activities which interest the children and sustain their efforts.
- Both the indoor and outdoor areas are used well to give children a wide range of experiences to support and extend their learning in all areas of the early learning goals.

### What needs to be improved?

- points for consideration
- the opportunities for children to see their names in print on a daily basis
- the learning opportunities for more able children to be extended and the use of programmable resources.

**What has improved since the last inspection?**

Very good progress has been made since the last nursery education report.

Planning, assessments and evaluations are based on the early learning goals and are linked together well. All aspects of the curriculum are effectively monitored to ensure that the stepping stones to the early learning goals are being met.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive attitude to learning are interested and motivated to learn. They sit and concentrate well and are learning to take turns share and to cooperate. They show personal independence, for example when visiting the toilet or blowing own noses. They receive praise and encouragement from staff, throughout the day, which builds on their self esteem and confidence and are invited to share their work at the end of the session, which ensures that they know it is valued.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to and respond to stories with enjoyment, joining in when appropriate. They have opportunities for mark making on a daily basis. They have a clear understanding that print carries meaning, however they have limited opportunities to see own names in print on a daily basis. They practice linking sounds to letters and letter formation. They are becoming confident speakers and engage others readily in conversation.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting and using numbers. They have opportunities to count on a daily basis and have an understanding of concepts of addition and subtraction through every day activities. They are beginning to use mathematical ideas to solve problems. They understand and use language appropriate to quantity, shape, space and size when playing games and taking part in practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given opportunities both in and out of doors to explore and investigate. They are given chances to build and construct using different materials. Their understanding of time, events in their lives is promoted through practical experiences and discussions. They are given opportunities to learn about the area they live in, their own and other cultures and different countries through planned topics. There are some opportunities to use information technology and programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently between areas both in and out of doors. They have good co-ordination and awareness of others. They take part in a wide range of activities in all areas of learning, which help to develop both their fine and gross motor skills. They use a range of equipment outdoors including bikes and handle tools and other resources safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are given a wide variety of opportunities to explore and use colour, different media, textures and natural materials. They take part enthusiastically in imaginative role play and musical activities. They have opportunities to experience and develop all their senses, both in planned and spontaneous activities in and out of doors. There are some missed opportunities for independent choice when using craft materials.

**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:*

- give all children more opportunities to see their names in print on a daily basis
- extend the learning opportunities for more able children and the use of programmable resources.

*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.*