



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219932

DfES Number: 585048

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brington & Whilton Pre School
Setting Address Whilton Village Hall
Whilton
Daventry
Northamptonshire
NN11 5QP

REGISTERED PROVIDER DETAILS

Name Brington and Whilton Playgroup 1037535

ORGANISATION DETAILS

Name Brington and Whilton Playgroup
Address Whilton Village Hall
Whilton
Daventry
Northamptonshire
NN11 5QP

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

Brington and Whilton Pre-School opened in 1980. It operates from the village hall in Whilton. The pre-school serves the local area.

There are currently 16 children on roll. This includes two funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs, or children who speak English as an additional language.

The pre-school opens three days a week during school term time. Sessions are from 9:30 to 12:00 on Mondays and Fridays and from 09:30 to 13:00 on Wednesdays.

A total of three staff work with the children. Over half the staff have an early years qualification to NVQ level 3. The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Brington and Whilton Pre-School provides satisfactory care for children. The premises have been decorated with colourful displays of the children's work to create a welcoming environment. Space and resources are organised effectively to meet children's needs. There is a clear operational plan which ensures that staff have a consistent approach to their work. Records are generally well maintained but some policies are insufficiently detailed.

The staff are very friendly and caring. They know children well. There are clear routines to the sessions which help children feel secure. Staff supervise the children carefully and are generally aware of potential hazards so that children are kept safe. They promote children's health by their good hygiene practices and by providing nutritious snacks.

A wide range of worthwhile activities are planned which involve the children well and

enable them to progress. These include opportunities for children to learn to value diversity.

The pre-school develops positive relationships with parents. A range of useful information is available to advise parents about the pre-school and their child's progress. Parents are involved in the group by helping out at sessions and events.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to develop a written procedure for child protection. This is now in place and ensures that parents and staff are aware of the procedures to be taken to promote children's welfare. However, the procedure does not contain contact details and telephone numbers for the local police and social services department.

What is being done well?

- The organisation of space and resources. Space is organised thoughtfully so that children can move freely between activities. Children are able to readily access books and drawing equipment, make choices and develop their ideas as they play.
- The range of foods provided at snack time. A wide variety of nutritious snacks are provided which enable children to experience foods from other cultures.
- The range of activities and resources that promote equality of opportunity and anti-discriminatory practice. Activities and resources include positive images of diversity so that children learn to value and appreciate the similarities and differences in other people.

What needs to be improved?

- the registration system and written statements for special needs, child protection, behaviour management and complaints
- safety of the premises, by making them more secure and by conducting a risk assessment

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
10	Develop the written statement on special needs so that it is consistent with current legislation and guidance.
13	Develop the written statement on child protection so that it includes contact names and telephone numbers for the local police and local authority social services department.
2	Make sure that the registration system shows times of attendance for staff and children.
6	Make sure that the premises are secure so that children are unable to leave them unsupervised and that a risk assessment is conducted and action taken to minimize any identified risks.

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

How effective is the nursery education?

Children attending Brington and Whilton Pre-School are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a secure knowledge of the early learning goals. Plans of activities are based on the six areas of learning and are used flexibly. Staff evaluate activities and regularly review their practice. They provide a stimulating environment which absorbs children in their learning and there are few gaps in the curriculum. However, opportunities for more able children to further extend their physical skills and mathematical knowledge are limited. Staff are warm, friendly and caring. They generally make good use of carefully framed questions to develop children's thinking skills and consolidate their learning. There are suitable systems in place to support children with special educational needs and children who's first language is not English. Staff consistently encourage children and manage their behaviour satisfactorily. They organise space and resources thoughtfully to meet children's needs and generally use their time well. Effective systems are in place for observation and assessment but they are not used to plan the next stage in learning for more able children.

The partnership with parents is generally good. A range of information is available to parents so that they are aware of the Foundation Stage and how the pre-school operates. Reports of children's progress are issued annually and assessment folders are shared with parents. Parents help out at sessions and join in events. Children can take library books to share at home so that parents are able to support children's learning.

The leadership and management of the pre-school is generally good. The committee support the group through meetings. Suitable systems are in place for staff recruitment and induction but staff appraisals are not held. Staff are very committed and work well together as a team.

What is being done well?

- Opportunities for children to develop their early reading, early writing and speaking skills. Staff plan the environment that reflects the importance of language through labels, books and equipment. Staff encourage children to join in discussion at group time, recall and predict events and learn new vocabulary. They provide accessible resources so that children can choose books and use writing equipment during their play.
- The range of learning opportunities to enable children to progress. Children take part in an excellent topic involving types of housing which engages them well and crosses several areas of learning. They go for walks in the village to identify and record types of housing. They learn about living in caves in the past, and types of housing used by other cultures in the world.

- The development of children's self-confidence and self-esteem. Staff consistently praise and encourage children and value them as individuals. They give children time and space to focus on activities and to develop their own ideas through play. As a result, children become confident in their learning.

What needs to be improved?

- opportunities for children to compare numbers and solve number problems during practical activities, and to express their creativity through different types of music
- the range of activities to provide further physical challenge for more able children
- planning, by further using observations and assessments to plan the next stage in learning for more able children.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the five key issues raised at the last inspection. Improvements have been made in most areas which have had a positive impact on children's learning. The staff group has changed since the last inspection and all current staff have a secure knowledge of the six areas of learning and understand what children learn from activities. A new system of planning has been introduced which uses observations and assessments to plan the next stage for individual children. This ensures that children make appropriate progress in their learning. However, it does not include plans to extend learning for more able children. More mathematical games have been purchased and a mathematical table is available at each session. As a result, children are able to develop their counting skills and knowledge of patterns and sequencing. The resources are not, however, used sufficiently to give children opportunities to compare number and solve simple number problems. Reports are sent to parents each year and assessment folders are shared periodically so that parents are more informed about their children's progress. Parents are able to contribute to children's assessments by making written comments or by informal discussions with staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated to learn. They confidently choose and use activities in small and large groups. Children are building strong relationships with peers and staff. They begin to share and consider others. Children learn the difference between right and wrong and generally behave well. Older children manage the behaviour of others. Children are developing their independence but there are insufficient opportunities for all children to learn to operate independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak very confidently to each other and to adults. Children listen well at group time and respond to questions. They are able to link language to movement. Children are developing their early reading and early writing skills. Older children recognise their names from cards and successfully link sounds to letters. Younger children make marks. Older children write recognisable letters of their name with some, all of their name and the name of others.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing an interest in number. Three year old children are developing their counting skills to ten with four year old children beyond. Children record numbers and investigate patterns with a variety of activities. They discover the properties of shapes with construction and craft resources. They use words to describe position, weight, and size and explore capacity as they work with sand and water. Children insufficiently compare number and solve simple problems during activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing their knowledge, skills and understanding that help them make sense of the world. They investigate why things happen and how things work using a variety of interesting resources that stimulate their curiosity. Children learn about history by looking at how people used to live, and geography, from types of housing used in other parts of the world. Children talk about past and present events in their lives. They develop an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently. They show an awareness of others' personal space when moving around the room and during activities. Children successfully use a variety of tools and equipment to develop their fine and gross motor skills. However, there are insufficient opportunities to provide challenge for more able children and to enable them to further develop their gross motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore and express their creativity using a variety of interesting materials and activities. They experiment in two and three dimensions and with mixing colours. Children make connections in their learning through a variety of role play situations. They express feelings through movement and respond to what they see, hear, smell, touch and taste. Children sing rhymes and songs and join in with ring games, but opportunities for children to experience other types of music are limited.</p>	

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

- make sure that the planning is developed so that observations and assessments are used to plan the next stage in learning for more able children
- develop the range of opportunities for children to compare numbers and solve simple number problems in practical 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.