



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309249

DfES Number: 523861

INSPECTION DETAILS

Inspection Date 26/11/2003
Inspector Name Ann, Theresa Flynn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broughton Pre-School
Setting Address Broughton Playschool
King George V Playing Fields, Broughton
Preston
Lancashire
PR2 5JA

REGISTERED PROVIDER DETAILS

Name The Committee of Broughton Pre-School

ORGANISATION DETAILS

Name Broughton Pre-School
Address Broughton Playschool
King George V Playing Fields, Broughton
Preston
Lancashire
PR2 5JA

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

Broughton Pre-school Playgroup has been operating for many years on the present site which is located in the village of Broughton near Preston.

The service provides full day care for up to 24 children age between 2 and 5 years of age, presently there are 26 children on roll. The sessions are offered each weekday during term time between 9.00 and 15.00.

The Pre School is committee run and is managed by a supervisor, the group is supported by regular paid staff and a rota of parent helpers. Together with the supervisor there are three other staff members present at each session. A parent rota system operates to ensure correct adult/child ratios are maintained.

The group, during each session, has sole use of the single story pavilion. Other local community groups use the resource at other times. Children are accommodated in one large room with an additional smaller room and a separate sleep area. Suitable toilet and kitchen facilities are provided on site. An area directly outside the building is available for outdoor play and there is an adjacent fenced community play area with fixed play equipment where organised play can also be provided.

The group is registered to offer Nursery Education places to eligible three and four year old children and presently there are 14 funded children attending.

How good is the Day Care?

The quality and standard of day care is satisfactory.

The staff team are managed well although there is some development required in the area of children's teaching. The registered committee, the supervisor and the whole staff team are committed to improving the quality of the service they offer.

The majority of the documentation is satisfactorily maintained however some areas of the documents maintained are to be reviewed.

The setting is a small facility and therefore this helps in offering a homely atmosphere to the children who attend.

Staff have a good working knowledge of health and safety issues although some recommendations were made to enhance children's safety, formal recording of risk assessments are maintained.

Presently the children attending who have special educational needs and who speak more than one language are well supported by staff who recognise and endeavour to meet children's individual needs.

Children are well adjusted socially, applying well-established routines to order their conduct and behaviour. Staff are good role models who offer praise and encouragement to children to promote positive behaviour.

The facility enjoys positive relationships with parents who are well informed about the provision and about their children's progress although some development is required to acknowledge parental comments regarding children's learning at home.

What has improved since the last inspection?

Since the last inspection the facility has completed 1 of the 2 actions listed they have ensured the first aid box conforms to requirements and have not to date secured outdoor area because the facility have been awaiting confirmation of a grant, which has recently been confirmed. Therefore the improvements since the last inspection have begun to be implimeneted and

because of these actions the children's safety has been enhanced.

What is being done well?

- Children have access to books and play equipment which helps them respect and understand the world they live in and which contain positive images of people of all races, cultures and abilities. They engage in themed activities which raises awareness and helps them value each others' similarities and differences.
- Children have access to a good range of natural materials through activities such as baking, sand and water play and their understanding of science and nature is promoted through themes such as the seasons.
- Parents are well informed about their children's progress and about the provision. They are kept updated by way of newsletters and a parents notice board and are also encouraged to make comments about the service provided using a parents comment box.

What needs to be improved?

- Documentation in relation to:

- consent regarding the copying of CRB forms; and
- total number of children entered in the daily attendance register.
- Details within the accident record.
- Safety in relation to:
 - the positioning of the fire blanket; and
 - maintenance of the bathroom floor.
- The use of equipment and appropriate utensils.

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
1	Ensure written consent is obtained from individuals whose CRB disclosure forms are photocopied.
2	Ensure the daily attendance register reflects the total number of children present at any one time.
6	Ensure fire blanket is appropriately displayed and bathroom floor safety maintained.
7	Ensure accident records to include date when accident occurred.
8	Provide children with appropriate utensils and equipment to improve lunch and snack times.

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

How effective is the nursery education?

Children at Broughton Pre-School are making generally good progress in all six areas of learning.

Teaching helps children make generally good progress towards the early learning goals although staff need to 'select and emphasise' to optimise the impact of the planning. Staff's knowledge of the foundation stage enables them to plan a varied range of activities. However the staff need to plan further to help to extend the learning of the older more able children.

Presently the children attending who have special educational needs and more than one language, receive the required amount of staff support in order to meet their individual needs. Children are well adjusted socially, applying well established routines to order their conduct and behaviour. They respond to staff's high expectations of their behaviour and staff are good role models for the children to follow.

The Supervisor and Deputy Supervisor oversee the operation of the pre-school and involve the staff team in the planning and delivering of the curriculum. Planning is to be reviewed ensuring the aspect, learning outcomes and methods all relate to achieve the desired outcome.

Partnership with parents is generally good and parents are well informed about their child's progress, however the 'knowledge of what children are learning at home' needs to be formally recorded in order to plan for children's future development.

What is being done well?

- Children are interested, excited and motivated to learn, are well adjusted, applying well
- established routines to order their conduct and behaviour for which staff provide good role models.
- Children interact, talk and negotiate with others, they listen and respond with enjoyment to stories and staff are active in developing and extending children's vocabulary. Children are beginning to link sounds to letters and are showing an understanding of the elements of stories often able to predict outcomes.
- Children are beginning to use and say number names in familiar contexts, are using language to compare numbers and are beginning to relate addition to adding and subtraction to taking away.
- Staff are proactive in encouraging children to engage in activities without being coercive and are attentive to children's individual needs.

What needs to be improved?

- Parental links ensuring that parents comments regarding children's learning at home is formally recorded.
- Curriculum planning needs to include differentiation activities for the older more able children. Also the planning should be explicit in the learning outcomes which children are expected to achieve, ensuring that the aspect, learning outcome and method's all relate.
- Children's assessments need to clearly state the next steps in the children's learning.

What has improved since the last inspection?

Since the last inspection the programmes for both mathematical development and knowledge and understanding of the world has been improved, to include comparisons within number for mathematical development and improved use of I.C.T. and programmable toys in the area of knowledge and understanding of the world.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are learning to work together as a group and are beginning to learn to share fairly. They are beginning to understand that there are agreed codes for groups to work together harmoniously and are beginning to understand right from wrong. Children's personal independence could be further developed especially for the older more able children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have opportunities to interact and talk, negotiate with others and extend their vocabulary. Children use talk to explore and organise real and imagined experiences. Staff interacted well with children including the reading of stories which were age appropriate. Children need to be provided with more opportunities to begin to write names and recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff used language to compare two numbers, children counted confidently to ten and are beginning to recognise written numerals. Number songs and rhymes were used to develop number in a familiar context. However the older more able children could have been challenged further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to investigate materials and senses. Children are beginning to understand events that happen and objects that they observe. Children are developing a sense of time and place and are beginning to know about their own cultures and beliefs and those of other people. Children had use of I.C.T. equipment and programmable toys. Staff need to be aware of the next steps in children's learning especially in relation to ICT.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with control but have limited opportunities to use larger equipment to develop climbing and balancing skills. Children are beginning to show awareness of space and are beginning to recognise the changes that happen to their bodies when they are active. Children are beginning to use tools and equipment with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have the opportunity to explore colour and shape in two and three dimensions. Children are beginning to sing simple songs from memory and are beginning to respond sensitively to what they see and hear. Children could be provided with more opportunities to use their imagination through music, role-play and art work.

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

- The following are points for consideration.
- Parental links are to be developed ensuring that parents comments regarding children's learning at home is formally recorded.
- Curriculum planning needs to be reviewed to include differentiation activities for the older more able children. Also the planning should be explicit in the learning outcomes which children are expected to achieve, ensuring that the aspect, learning outcome and method's all relate.
- Children's assessments need to be reviewed to ensure that they clearly state the next steps in the children's learning..

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.