



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122428

DfES Number: 519219

INSPECTION DETAILS

Inspection Date 02/01/2004
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chipstead Pre-School
Setting Address Peter Aubertin Hall
Elmore Road
Chipstead
Surrey
CR5 3SG

REGISTERED PROVIDER DETAILS

Name The Committee of Chipstead Pre-School

ORGANISATION DETAILS

Name Chipstead Pre-School
Address Peter Aubertin School
Elmore Road
Coulston
Surrey
CR5 3SG

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

Chipstead Pre-School is centrally situated in the village of Chipstead. The pre-school occupies a spacious, multi-purpose village hall, adjacent to the children's playground. It is managed by a parent committee and the pre-school supervisor. It serves a socially-mixed rural community, from a wide area surrounding the village.

The pre-school is open each weekday from 09.30 to 12.00 for 36 weeks a year during term times. Children are aged from two and a half years to five years of age. Currently there are 34 children on roll. At the time of inspection there were 13 children in receipt of funding of whom 2 children are 4 years of age. There are three funded children who have been identified with special educational needs. There are no children who have English as an additional language.

Six staff members work at the pre-school and the three full-time staff are experienced practitioners and have relevant early years qualifications. The pre-school receives support from the Early Years Development and Chilcare Partnership.

How good is the Day Care?

Chipstead Pre-School provides a satisfactory standard of care. There is a high staff to child ratio and they are experienced. Most are qualified and some take advantage of on-going training courses organised by the Early Years. The group operates in a bright, welcoming hall where they have an area for physical play as well as quiet areas where children are able to rest or look at books. Children do not have free access to an outside play area, however, the surroundings are rural and staff take the children out on supervised visits when possible. Documentation is generally well maintained however some aspects on recording lack detail.

Staff are aware of potential hazards in and around the premises and carry out risk assessments to ensure that children are kept safe. Some staff however lack awareness on child protection procedures. There is a refreshment table available and children have the choice of what to drink and when they wish to stop for a

snack. They are also encouraged to wash their hands before sitting down for their break.

There is a daily rota of activities which are planned to support children's interests and learning. The range of activities is very wide, however areas where children use their imagination lack detail. Staff are caring, relate well to the children and provide support in most activities. They maintain a record of each child's progress and use this effectively to observe children's progress during play. Children's behaviour is good and staff show consistency with managing children's differences. Staff show sensitivity and understanding of children with special needs and strong support is provided.

There is a good relationship with parents. The parents have a committee and staff keep all parents informed through individual progress records. Parents are also invited to take part in daily sessions.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff's knowledge of working with children with special needs is good and clear progress reports are maintained.
- The premises and environment are attractive and activities are well organised giving children maximum time to play and explore throughout the morning. The introduction of the buffet bar gives children the choice of when they wish to take a break.
- Staff encourage children's good behaviour. They are consistent in their approach. Children have a clear understanding of how to behave and are happy and settled in the group.

What needs to be improved?

- documentation on accident records
- play opportunities for children to make effective use of their imagination
- staff's understanding of policies and procedures with particular reference to child protection, the recording of children's pre-existing injuries and procedures for any allegations made against staff

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
7	Ensure that accident records are clearly recorded at the time of the accident and parents signature obtained.
14	Ensure that staff are aware of all policies and procedures within the pre-school, paying particular attention to their individual roles and responsibilities concerning child protection.

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

How effective is the nursery education?

The educational provision at Chipstead pre-school is acceptable and of good quality. Children make generally good progress towards the early learning goals. Progress is generally good in most areas of learning but there are significant weaknesses in language and literacy.

The quality of teaching is generally good. Staff are developing their knowledge of the stepping stones and demonstrate this in their planning and observations of the children's progress. The broad range of activities links to most areas of learning although these do not always challenge the more able children. There is strong support for children with special needs. Staff ensure that children have access to a wide variety of activities as a basis for their teaching, making generally good use of the resources and space. They manage the children's behaviour well. Most aspects of the curriculum are generally well supported however there are few opportunities for children to see the pattern of words and for them to use resources that support early writing skills especially in role-play areas. There are few practical opportunities for children to develop their skills in adding and subtraction.

The leadership and management of the pre-school is generally good. The supervisor is conscientious and prepares the plans well for staff to follow. She holds planning meetings and encourages her staff to work together in all aspects of the running of the group. She has a hands on approach and plays an equal role in working with key children. There is insufficient time for staff to evaluate good practice and share recent training experiences.

The partnership with parents and carers is generally good. Parents have their own committee that support the staff in all areas of the organisation. They receive useful information about the setting and its provision through regular reports. They are also welcomed to the group any morning to observe and join in with the activities.

What is being done well?

- Most aspects of children's personal, social and emotional development are well supported. The children are gaining independence through the introduction of a buffet bar where they have a choice. They are responsive to staff and are well behaved.
- Children's awareness of their local environment is well supported with nature walks and staff actively seek a variety of resources from the home environment that the children can use to build and construct creatively.
- Children's programme for physical activities is promoted well. Staff make good use of the large hall and section off a specific area where children are able to climb, roll and play with balls and hoops.

What needs to be improved?

- children's awareness of word patterns and the meaning of words, introducing opportunities for them to use pre-writing skills in areas of imaginative play and using phonics where appropriate;
- staff's knowledge of the stepping stones so that observations on children's progress is clearly linked to these areas so planning goals for more able children are covered;
- the programme of mathematics to include exercises on addition and subtraction so children can explore this in both their practical and imaginative play.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection, although there are still weaknesses in language and literacy. The three areas for improvement related to updating the assessment system to reflect the early learning goals, provide more opportunities for children to develop early writing skills and to learn about the link between letters and sounds and extending staff's knowledge of the early learning goals with special reference to addition and subtraction. An action plan was prepared and a new assessment system, based on the early learning goals, has been implemented. There is a file for each child where observations are kept. Staff now introduce a letter each week and children are encouraged to bring in something from home beginning with that letter. The children however are not introduced to the pattern of words and the weekly letter is not effectively linked in with other play activities to reinforce children's understanding.

Staff's understanding of the early learning goals has improved. They have developed a list of key points in children's development and prepare activity plans and observation sheets for each child so they can plan to meet children's individual needs. The introduction of addition and subtraction, however, through daily routines is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, they have a sense of belonging and play well with each other and positively respond to adults within the group. Organisation of activities and equipment provide opportunities for children to develop confidence with familiar resources and they have maximum time to play and work uninterrupted. Children sit quietly and are encouraged to join in group activities. More able children however lose concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are developing confidence in speaking. They sit quietly and listen well to stories and most enjoy taking part in singing and making movements to rhymes. Staff introduce a letter each week but this is not linked in with word patterns or in other areas of play. Opportunities for children to extend language skills through questioning is limited. Effective use is not made of writing materials especially in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are gaining confidence in numbers; they count by singing familiar rhymes. Some children can count confidently to 10. Children have good resources showing shapes and sizes although staff do not always explain the specific shapes. Opportunities for children to add and subtract using practical problem solving aids is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore their immediate environment by going out on walks and through planned topic work. They are introduced to other cultures through activities related to festivals and staff also look at individual children's cultures to bring further diversity. Staff provide a variety of materials for free exploration, however there are limited resources on information and technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a wide range of equipment inside that promotes gross motor skills through climbing and balancing. Children move around the room with confidence and are encouraged to move in different ways exploring what their bodies are able to do. They are made aware of safety however little discussion is developed on healthy eating. Their fine manipulative skills are fostered well.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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A variety of resources are available for children to explore and experiment. Musical instruments are easily accessible and children enjoy joining in with songs and moving to music. Children have opportunities to explore colour, shape in two and three dimensions and staff encourage children to use their imagination with construction. Effective use is not made of the role-play area.

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

- Key Issues
- improve teaching methods in the areas of pre-writing skills to include name writing and linking sounds to letters in all areas of play.
- place greater emphasis in the programme on early addition and subtraction using real objects and include more practical problem solving opportunities in play and everyday tasks;
- further develop staff's knowledge of the stepping stones so they can clearly evaluate through skilful questioning the learning outcomes from the set activities and to be able to link themes in with imaginative play for children.

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.