



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133712

DfES Number: 516875

INSPECTION DETAILS

Inspection Date 15/07/2004
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Allsorts Pre-School
Setting Address Brightwell C of E Primary School
Brightwell-cum-Sotwell
Wallingford
Oxfordshire
OX10 0QH

REGISTERED PROVIDER DETAILS

Name The Committee of Allsorts Pre-School 900373

ORGANISATION DETAILS

Name Allsorts Pre-School
Address Chestnut Cottage
The Street, Brightwell-cum-Sotwell
Wallingford
Oxfordshire
OX10 0RR

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

Allsorts Pre-School has been operating for approximately thirty years and has been at its present location for twelve years. It operates from a single storey building in the grounds of Brightwell-cum-Sotwell primary school. The pre-school has its own enclosed outdoor area and access to the school's facilities. It serves the rural village of Brightwell-Cum-Sotwell and the surrounding area.

The pre-school is registered for 20 children; there are currently 22 children on roll of whom eleven are in receipt of nursery education funding. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language. The pre-school is open for five days a week during the school term from 09:00 to 11:45, and has a lunch and learning club for older children from Monday to Thursday finishing at 13:00.

There are currently five pre-school staff working directly with the children, there are two supervisors one of whom holds an NVQ 3 in childcare and the other supervisor holds The certificate in Early Years Practice Level 4. Two other staff hold an NVQ 2 in childcare. They receive support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Allsorts Pre School offers good care for children. Staff provide a rich child centred environment for the children where they feel happy and secure. Good planned use is made of the space and resources available both in the indoor and outdoor areas providing a stimulating and exciting setting in which children can play and learn. Most documentation, policies and procedures are in place and are clear and informative, however, management need to ensure they are in line with current registration requirements.

The staff work well as a team and all contribute to planning and implementing the activities, providing opportunities for children to progress in all areas of learning.

Effective deployment of staff ensures the children have adequate support and are safe within the building. Evacuation procedures are practiced and reinforced regularly. The children are encouraged by staff to be aware of good health and hygiene issues. The pre-school have a healthy eating policy, which is shared with parents who provide the children's snacks and meals. There are clear child protection procedures in place.

Staff are good role models. They provide a relaxed environment and respond well to the children's interests. Children respond generally well to requests from staff, but require a consistent approach to ensure they have clear guidelines for behaviour. The staff have an excellent understanding of the individual needs of the children. A system is in place to support the welfare and development of children for whom English is an additional language and children with special needs in partnership with parents.

The staff have a good relationship with parents. There is an effective system in place for sharing information about the provision through a variety of media including newsletters, parent's notice board and daily verbal exchanges.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are happy confident and secure, eager to try out the activities provided for them. Staff spend time talking and playing with the children and helping them to learn.
- The individual needs of all children are valued and arrangements are made to ensure their inclusion in activities using staff and resources appropriately.
- Staff ensure toys and equipment are presented in a way which makes them a fun, interesting, learning experience for the children.
- Children have good access to toys and resources and treat them with respect, getting them out and clearing away carefully.

What needs to be improved?

- staffs awareness and understanding of behaviour management
- procedures ensuring parents have given written consent for seeking emergency medical advice or treatment
- procedures to ensure all relevant documentation, policies and procedures relating to childcare are in place.

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
14	Procedures to ensure all relevant documentation, policies and procedures relating to childcare are in place.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

Allsorts Pre- School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in knowledge and understanding of the world, personal, social and emotional development, mathematical and physical development.

Teaching is generally good. There are some missed opportunities to provide sufficient challenges for older children to associate sounds and letters. Staff plan a variety of practical, enjoyable and stimulating activities and understand what the children learn from them. Daily activities promote children's independence and staff work to increase children's self-esteem giving them appropriate responsibilities. Staff encourage the children to develop their imagination in a variety of ways but miss opportunities to extend their creativity through the regular use of musical instruments. An assessment system is used to check and record children's progress towards the early learning goals. Children behave generally well and are beginning to respond to the expectations and support of staff. There are effective systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management are very good. The caring staff team support children in the setting well. Professional development for the staff is supported and encouraged. Regular meetings assess the areas of practice and written records are maintained.

Partnership with parents and carers is very good. This relationship contributes well to the children's learning. Parents are informed about the activities and routines via a range of media including a parent's notice board and daily verbal exchanges. They share their observations about their child with staff and regularly discuss the progress their child is making.

What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff expressing personal preferences. Staff work hard to build children's confidence and develop their self-esteem.
- Children's mathematical skills are promoted effectively, they have the opportunity to count and use numbers regularly. Simple addition and subtraction is developed through a variety of activities and situations. Songs, rhymes and effective teaching methods promote and reinforce learning.
- Children are provided with very good opportunities to develop and extend their physical skills indoors and outdoors, they have access to a range of equipment and resources, which they use with enthusiasm and growing confidence.

- Children are able to explore and develop their knowledge and understanding of the world through an effective use of activities from which they can learn first hand. Learning is promoted through simple experiments, objects, topics and discussion.

What needs to be improved?

- the opportunities for older children to associate sound with pattern in rhyme and practise the sounds that letters make
- the regular use of musical instruments to ensure all areas of creativity are promoted.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. There have been a number of staff changes including the appointment of a joint supervisor. The staff have only recently begun working together and are committed to raising standards.

Staffs are better able to support children with special educational needs (SEN) by increasing their knowledge and understanding, they have achieved this through nominating a designated special educational needs co-ordinator (SENCO), further training and through liaison and advice from the area SENCO. They now have a comprehensive SEN policy in place to effectively support children.

Children's communication, language and writing skills have been developed by staffs increased understanding of the stepping stones towards the early learning goals, they provide resources and materials to promote writing in a variety of situations including role play, name cards, blackboards and whiteboards on a daily basis. There are missed opportunities for the older children to associate sounds and letters through regular planned and everyday situations.

Staff effectively record and monitor observations, ensuring planning provides all children with a wide range of activities and resources on a daily basis to help them develop and progress in all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships between staff and children are very good and children show consideration, sensitivity and support for others. The children are happy, secure and curious, eager to participate in activities. Daily activities provide opportunities for personal independence for example children attend to personal hygiene and can self select activities and resources. Children are confident in their interaction with adults and are beginning to understand the consequences of their words and actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and articulate speakers who engage easily in conversation. Good activities are provided fostering language and literacy skills and opportunities are provided for writing for a variety of purposes. Staff make good use of questioning to encourage children's thinking. Many children are able to write their own names. There are limited opportunities to recognise letter sounds. Staff provide a range of suitable books which children enjoy and treat with respect.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers and counting and can recognise some written numbers. Opportunities are provided to reinforce and develop counting skills during everyday activities, for example, at snack time. Children are developing an understanding of addition and subtraction and staff use rhymes to reinforce learning. Children use comparative and positional language and recognise simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, simple experiments and activities such as growing vegetables, staff develop children's curiosity and understanding of living things. Children have good opportunities to question why things happen and how things work. They are confident in their use of technology and use the computer independently. Opportunities are made for children to talk about past and present events in their own lives. Children talk knowledgeably about their environment and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's physical skills are developing very well, they have regular opportunities to consolidate skills, balancing and moving over and under equipment. There are daily opportunities to practice fine motor skills and handle tools. Children's awareness of the space both around themselves and others, indoors and outside is evident in the confident way they move around. Children are aware of their bodies and health and hygiene issues, they are encouraged to follow good hygiene practice.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically and enjoy adult-led songs and rhymes. They express their imagination through a range of activities including role play and design. There are limited opportunities to regularly explore sounds using musical instruments. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials are seen in displays, which show evidence of the wide range of materials used.

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

- increase opportunities for children to associate sound with pattern in rhyme and practise the sounds that letters make
- develop the use of musical instruments for children to ensure all areas of creativity are promoted.

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.