



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219125

DfES Number: 518098

INSPECTION DETAILS

Inspection Date	14/10/2003
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Maulden Pre-School
Setting Address	Church Hall Church Road, Maulden Bedford Bedfordshire MK45 2AU

REGISTERED PROVIDER DETAILS

Name	The Committee of Maulden Pre-School 1023387
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ORGANISATION DETAILS

Name	Maulden Pre-School
Address	Church Hall Church Road, Maulden Bedford Bedfordshire MK45 2AU

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

Maulden Pre-School opened in 1977. It operates from two rooms in a church hall in the village of Maulden in a rural area of Bedfordshire. The hall is on two levels with a large hall upstairs and a small room downstairs. There is also a small outside play area which is regularly used by the children. The pre school serves the local area.

There are currently 32 children from 2 to 4 years on roll. This includes 25 funded three year olds. Children attend for a variety of sessions. There are currently no children attending with special needs or for whom English is an additional language.

The group opens five mornings a week during school term times. Sessions are from 0915 until 1145.

Three full time staff work with the children. Over half the staff have an early years qualifications to NVQ level 2 or 3. Two staff are currently working towards an early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Maulden Pre School provides satisfactory care for the children who attend. The staff endeavour to provide a warm and welcoming environment for the children to enable them to feel secure and settled. They provide a good adult to child ratio through the support of a parent helper rota. The children are provided with a range of activities to help their learning and development although full use is not currently made of the whole building.

The staff are aware of maintaining safety standards and procedures and ensure risks to children are kept to a minimum. They ensure that the premises are safe and secure at all times. However, staff need to ascertain if they are able to leave labelled fire doors ajar.

Staff are active in ensuring that good hygiene practices are followed. They help

children to develop good routines to promote healthy habits such as washing hands before eating and cooking. Staff are aware of childrens individual dietary needs and provide the children with healthy snacks at break time. The children do not currently have ready access to fresh drinking water.

Staff treat the children as individuals and provide opportunities for the children to learn about other cultures and festivals. Policies are in place to support children with special educational needs but staff need more training in this area. The staff are calm and patient and set clear rules for the children which are consistently reinforced in an age appropriate manner.

Parents are fully involved with the group and are warmly welcomed into the setting. They receive good information about the setting and the activities and events that take place.

Documentation in place to support the management of the group although some areas needs reviewing and updating.

What has improved since the last inspection?

At the last inspection the group agreed to review several policies and procedures, conduct risk assessments, provide a visitors record and ensure staff received first aid training. All the issues raise at this inspection have been successfully addressed by the group.

What is being done well?

- The staff provide the children with healthy and nutritious snacks every day . They encourage the children to have good hygiene habits as they remind them to wash their hands before eating and cooking and after touching animals.
- The staff have good relationships with the parents who are warmly welcomed at the beginning and end of every session. They keep parents fully informed about events and activities happening at the group.
- Staff have good relationships with the children and give good support to the new and younger children attending the group.

What needs to be improved?

- some areas of documentation requires reviewing and updating;
- the children's access to fresh drinking water;
- staff training in special educational needs;
- the use of rooms to extend activities for the children;
- the information regarding the use of fire doors within in the building.

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
3	make full use of all the rooms available to provide the children with different activities;
8	ensure children have access to fresh drinking water at all times;
10	ensure staff have access to training on special educational needs;
13	ensure staff have appropriate documentation to support any child protection concerns and update current policy to relate to new guidelines;
14	continue to review and update documentation as required, particularly in relation to the complaints policy and the operational plan.
6	meet any recommendations made by the Fire Safety Officer with reference to the use of the fire doors

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

How effective is the nursery education?

Maulden Pre School has a warm and welcoming atmosphere and the provision for nursery education is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff provide positive role models for the children and set clear rules and guidelines. The children have a good understanding of right and wrong. The staff are calm and interact positively with the children. Some staff have limited knowledge of the foundation stage and opportunities are missed to effectively challenge the children and make them think for themselves. Plans are in place but only the adult led activity links to the early learning goals. This leads to gaps in the programme, particularly for mathematics. Assessments are completed on the children and refer to their progress along the stepping stones. However, staff do not make use of this information about individuals achievements to focus their teaching.

Leadership and management is generally good. The staff team are still developing but are supportive of each other during the session. Staff meet together on a regular basis to discuss current issues. Systems are in place for monitoring and evaluating the provision.

The partnership with parents and carers is generally good. Parents receive an informative prospectus and are regularly updated about activities and events. They are welcomed into the group and encouraged to be involved with their child's learning. Staff talk to the parents informally on a regular basis but parents receive insufficient information regarding their child's progress.

What is being done well?

- Children's personal, social and emotional development is well fostered. Children have good relationships with each other and the staff members and are happy and settled at the group.
- Children have a good sense of right and wrong. They are able to share and take turns as they play cooperatively with each other. Staff set clear and consistent boundaries for the children.
- There is a good range of resources which are effectively used to provide the children with a stimulating environment.
- Children have good physical skills and show control and coordination in their movements. They have opportunities to use a selection of large and small equipment to help develop their muscles.

What needs to be improved?

- the knowledge and understanding of the staff so that opportunities for learning and challenge are not missed;
- the planning needs to be in relation to the early learning goals and give a balance across the six areas of learning. More time needs to be included for mathematics;
- the information gained from the assessments to be used to inform future planning;
- the information given to the parents regarding their child's progress towards the early learning goals.

What has improved since the last inspection?

The setting has made generally good progress in addressing the key issues raised at the last inspection and this has had a positive effect on children's learning. The parents prospectus has been extended and the behaviour management policy reviewed. Children have freedom to express their work and there is limited use of worksheets. A new computer has been purchased and children have suitable opportunities to learn about other cultures and religions. Plans have been reviewed but are still not effectively covering all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and keen to attend the group and are interested in the activities available for them. Staff support new and young children to help them settle. Children are well behaved and are willing to share and take turns as they use the equipment such as the computer. They have good relationships with each other and the adults at the group. They treat each other with respect and consideration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are keen to talk and share their views and ideas with each other and the staff. They use the snack time to talk about their lives. Children are beginning to have an understanding of initial sounds and older children are able to recognise their names. Children enjoy listening to stories and rhymes. Although children are provided with pens and paper this is not always fully supported by the staff and opportunities are missed to help children write for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children are able to confidently count to ten and are beginning to recognise numerals to five. Children can recognise a range of different shapes and can sort and match items according to colour. Children are competent at completing puzzles and can follow simple patterns. However, everyday activities are not always effectively used to extend childrens mathematical development. Children have little understanding of calculation and do not use mathematical language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to explore their local area as they go out for walks and they learn about nature when they have visits from rabbits, hamsters and calves. They discuss the weather and current events in their lives. Children are very competent at using the computer. They effectively use a range of different construction materials to make their own models. Topic work provides children with the opportunity to investigate and explore natural and man made materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good control and coordination as they play indoors and outside. They are able to effectively use a range of small and large equipment to help develop their skills. They ride their bikes along 'chalked' roads and use sponges and tooth brushes to paint. Children are developing their hand and eye coordination as they cut with scissors and throw and catch balls.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy using their imagination in the role play area and when using the small world equipment such as the farm. They take part in singing and use musical instruments. Children enjoy cooking and make bread and cakes. They are able to explore textures as they play with sand, playdough, spaghetti and cornflour and use marbles, sponges and their own hands to paint. Older and more able children are not always effectively challenged to encourage them to express their own ideas and imagination.	
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 staffs knowledge and understanding of the early learning goals to develop their ability to extend childrens learning.
- Continue to develop the planning of the curriculum to ensure plans link to the six areas of learning. Provide more time for children to learn and develop mathematical skills and ideas and use language such as bigger, smaller, add one more and take one away.
- Use the information from the children's assessments to inform planning.
- Provide opportunities for parents to receive information about their child's progress and development.

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.