



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143024

DfES Number: 519905

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Jennifer Barton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Walton Under Fives Pre-School Group
Setting Address Meadow Lane
Walton
Street
Somerset
BA16 9LA

REGISTERED PROVIDER DETAILS

Name The Committee of Walton under fives Pre-school

ORGANISATION DETAILS

Name Walton under fives Pre-school
Address Meadow Lane
Walton
Street
Somerset
BA16 9LA

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

The Walton Under Fives Pre school Group is committee run and opened in 1995. The pre school operates from a new Village Hall in the rural village of Walton close to Street in Somerset. Children attending are from the local and surrounding area and the majority of the children move on to attend the nearby local village school.

The pre school have access to the main hall and small adjoining room.

The pre school is registered for a maximum of 24 children per session aged two years to five years of age. At present there are 30 children on roll and 26 of these are three and four year old funded children. There are no children at present attending with special educational needs, or who have English as an additional language.

The pre school offers sessions Monday to Friday during term time only from 9.00am to 12.45pm.

There are five regular experienced staff and one regular volunteer working once a week, working with the children. The supervisor holds an NVQ level 3 in Childcare and Education and two other staff are completing training for this qualification. Staff regularly attend courses and training, and receive support provided by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Walton Under Fives Pre school group provides good care overall for children aged two to five years of age. Staff provide a warm and welcoming environment for parents and children. They attractively arrange the setting and have posters and children's work on display. Staff are deployed well, some are attending training which they need to ensure is completed.

Positive steps are taken to promote good health and hygiene especially when handling food. Most aspects of safety are satisfactory but attention needs to be

given to the formal completion of risk assessment.

Staff have good interaction skills, they encourage children to progress through effective questioning and providing appropriate activities, Staff ensure all children are included and take appropriate steps to meet the needs of all children. There are good observations and assessment records completed to show children's development. Staff use effective behaviour management strategies to encourage good behaviour.

Comprehensive prospectus, policies, notices and newsletters keep parents informed of the provision. The setting encourage parents to participate in completing children's assessments and to help in sessions which keeps them informed of their children's progress.

What has improved since the last inspection?

Improvement since the last inspection has been good. The setting had to ensure the premises were secure at all times, provide an action plan to ensure staff qualifications were met and ensure named drivers had appropriate documentation. High level bolts to internal doors and security alarms to the fire exits have been fitted so staff can now keep the children safe and secure.

Two members of staff are attending training to obtain NVQ level 3 so they will achieve the required level of qualifications for standard two.

Written records are now in place with details of drivers valid documentation promoting the safety and welfare of the children.

What is being done well?

- Good organisation of toys and equipment with lovely posters and displays of children's work provides a warm and welcoming environment.
- Positive steps are taken to meet the needs of all children with regular observations and assessment records completed.
- Staff interaction and effective questioning enables children to progress.
- Parents are well informed about the provision through the prospectus, newsletters, policies and notices.

What needs to be improved?

- the completion of more formal risk assessments
- the completion of childcare staff training undertaken to obtain minimum level 2 qualification.

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
2	ensure the developed and implemented action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare is completed.
6	complete risk assessment in a more formal way

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

How effective is the nursery education?

Walton Under fives Pre school Group is providing effective nursery education and children are making overall very good progress towards the early learning goals in the six areas of learning.

Children are making very good progress in personal, social and emotional development, communication, language and literacy, mathematics and physical development.

In knowledge and understanding of the world and creative development progress is generally good. However, attention needs to be given to providing more opportunities for exploring and investigating living objects and events they can observe, and in music and sound recognition.

The quality of teaching is very good. Staff are continuing to develop their understanding and knowledge of the foundation stage, they have good planning and assessment systems and provide appropriate activities for children.

Leadership and management is very good. There are clear roles and responsibilities, good self assessments and written evaluation procedures.

Partnership with parents is very good. The parents are well informed about the setting and are encouraged to share information about their children's progress and development through completing home assessment sheets.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and independent. they are motivated to learn and are able to choose their own activities.
- Children are making very good progress in communication, literacy and language, they are able to recognise letters and their sounds and appropriate activities support their writing skills.
- Staffs understanding of the early learning goals, their deployment and interaction are effective in children's individual learning
- Good planning and assessment linked to the stepping stones shows children's progress and ensures their needs are met.
- Parents are well informed about the setting and are encouraged to share in their children's development through completing home assessment sheets. Written progress reports inform parents of their children's achievements.

What needs to be improved?

- the provision of opportunities for children to explore and investigate living things and events they can observe
- music and sound exploration so there is a balance across all aspects within creative development.

What has improved since the last inspection?

Improvement since the last inspection has been generally good. The setting had the following key issues to address:-

1. To review the planning system and develop the use of the assessment system.

Planning now includes long and short term planning linked to the stepping stones. It shows what the children are intended to learn and ensures there is appropriate grouping of children for activities.

A new assessment system has been implemented which shows what stepping stone the children are at. They have introduced a key worker system and ask parents to contribute to their children's progress records, this all helps to inform future planning and ensures children's needs are met.

2. Develop the provision for creative development with more emphasis on sound, music and dance.

The setting have obtained more resources for music and exploration of sound in their provision of creative development. However, they need to ensure there is an overall balance in their planning for these activities, and this will remain as a point for consideration.

3. To include a planned progression of activities in physical development to develop children's skills across all aspects of this area.

Physical development has improved immensely with staff having undertaken Top Start training and the introduction of 'Top Start Physical Play' into their programme. This helps to develop children's skills across all aspects in this area.

4. To examine the organisation of the sessions.

Organisation of the sessions now includes good staff deployment with some flexibility. Staff have responsibilities for certain activities and observe and record children's participation, they regularly evaluate to ensure effective learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and independence and are motivated to learn and to choose their own activities. Children show respect and sensitivity to one another, they share and work well in groups, such as participating in show and tell and playdough activities. Staff encourage good behaviour, there is a good daily routine and appropriate praise and encouragement. Staff are quick to redirect and correct any inappropriate behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening and speaking skills are developing well, they are able to share their experiences and interact well with adults and children especially at show and tell time. Children are beginning to recognise their own name, they also are becoming familiar with all letters of the alphabet and linking sounds to them. Children have many opportunities to develop their writing skills with the writing resources always available and notebooks for letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning how to use numbers and count in every day situations. They are beginning to understand the concept of addition and subtraction through practical activities and discussion. Children are becoming familiar with shape, size and quantity in activities such as cooking, sand and water, playdough, art and construction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good awareness of people around them and their own lives as well as learning about people from different cultures and religions. Frequent visits within the local environment to farms and mail sorting offices allow children hands on learning. Activities for children to explore and investigate are provided but limited opportunities with features of living things to observe and see changes. Children are confident when using electronic toys and computers to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident and competent with the range of small equipment provided such as scissors, cutters, keyboard and mouse. They show levels of skill, coordination and control in all aspects of this area following the introduction of 'The Top Start Physical Play' programme. Children show awareness of space in action rhymes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many resources in role play, dressing up, construction and art to express and communicate their own ideas, however, there are limited opportunities to develop and explore through music and sound. Activities with cooking, sand and water encourage children to respond to their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration.
- providing more opportunities for exploring and investigating living objects and events they can observe.
- consider the balance across all aspects of music and sound exploration within creative 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.