



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127736

DfES Number: 521668

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Twyford Pre-School
Setting Address Lyngs Close
Yalding
Maidstone
Kent
ME18 6JT

REGISTERED PROVIDER DETAILS

Name The Committee of Twyford Pre-School

ORGANISATION DETAILS

Name Twyford Pre-School
Address Lyngs Close
Yalding
Maidstone
Kent
ME18 6JT

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

Twyford Pre School opened in 1960. It operates from the village hall in Yalding and under a separate registration as Twyford Pre School Advanced on a Wednesday from a school room at Yalding Primary School. The pre school serves the local area.

There are currently 29 children from two years to five years on roll. This includes 18 funded three year olds and one funded four year old. Children attend for a variety of sessions. No children have special needs and the group supports one child who speaks English as an additional language.

The group opens four days a week at the village hall venue, during school term times. Sessions are from 09:30 until 12:00, on a Monday, Tuesday, Thursday and Friday and from 12:30 until 15:00 on a Thursday afternoon. On a Wednesday the group operates from Yalding Primary School from 09:15 until 11:45.

Two full time members of staff and five part time members of staff work with the children. Four members of staff have early years qualifications.

The group is aware that support is available from a teacher from the Early Years Development and Childcare Partnership and also receives support from Yalding Primary School. The group is working towards Kent Kite Mark Quality Assurance Scheme.

How good is the Day Care?

Twyford Pre School provides good quality care for children.

The pre school is well managed and has a clear staff structure. The committee is very supportive of the group. Staff are deployed effectively and are aware of their individual roles and responsibilities. Most staff have an early years qualification and they work well together and support one another. They provide a warm, welcoming environment to enable young children to gain confidence and feel secure.

There is a wide range of activities, set out in an attractive way, that offer stimulating

play opportunities to meet the needs of developing children. Children have good access to multi cultural toys and activities. Furniture is child size and appropriate. Staff develop good relationships with children and manage behaviour well. They are sensitive to the individual needs of all children and a good programme is in place to assist children with special needs.

Children are happy and approach staff with confidence.

Staff are vigilant in ensuring children's safety. A risk assessment of the premises is completed on a regular basis and each day staff ensure the room is clean and all hazards have been made safe. Good daily routines ensure children understand the need for good personal hygiene.

Staff have a good relationship with parents and are always available to talk to parents. Parents are encouraged to join the committee and take part in the running of the group. Policies and procedures are in place but some lack the necessary information.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Organisation of the pre school is good ensuring children are well cared for.
- Activities are planned to provide an interesting and stimulating balance of activities to promote children's development and learning.
- Staff give priority to children's safety and a risk assessment is completed regularly and all hazards are made safe.
- Very good support is provided for children with special needs.
- Staff are consistent in managing behaviour and value and encourage good behaviour.
- A good working relationship is fostered with parents and all information is shared.

What needs to be improved?

- the policy for behaviour management, to include bullying
- the policy for child protection to include a procedure to be followed should a member of staff be accused of child abuse.

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
11	Update the Behaviour Management Policy to include a strategy for bullying.
13	Update child protection policy to include procedure to be followed should a member of staff be accused of child abuse.

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

How effective is the nursery education?

The provision for nursery education at Twyford Pre School is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a clear understanding of how children learn. They plan and provide a good range of practical activities that promote learning in all areas. Staff make relevant observations and record children's progress. The assessment system is detailed and reflects children's individual needs. Staff set good challenges for all children but differentiation and evaluation of activities is not documented.

Staff build good relationships with the children helping them feel secure. Staff listen to children and allow them to initiate games and pursue ideas, Staff ask open ended questions to encourage thinking. They are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. Staff manage children's behaviour well and children respond to praise and encouragement. Staff give good support for children with special needs. The special educational needs coordinator is secure in her understanding of the code of practice

Leadership and management is very good. The committee is effective and gives good support to staff. The good communication between management and staff ensures children's learning needs are met.

Partnership with parents is very good. Parents receive good information that shows details of the current topics and the learning intention. They are welcomed into the group and encouraged to join the committee and join the parents rota. Parents contribute to their children's assessments.

What is being done well?

- Staff use good strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others.
- The curriculum is well planned and provides challenge for all children. Staff promote children's learning by providing good practical activities. There is a good balance of adult directed and child initiated activities.
- Leadership and management is strong with a commitment to providing a high standard of education and care for all children.
- Partnership with parents is encouraged and parents take an active role on the committee and help out at the pre school on a rota basis. They are fully informed about all aspects of their child's development.

- Children with special educational needs are supported well by staff. Staff work in partnership with parents and outside agencies to ensure children gain as much as possible from activities.

What needs to be improved?

- the documentation of show how activities meet the needs of children with different abilities, and to ensure a full evaluation is made of each activity to show what has been achieved and what could be improved.

What has improved since the last inspection?

The pre school have made very good progress since the last inspection when three key issues were identified.

The group was asked to develop staff knowledge of the stepping stones and the early learning goals. Staff have all received training on the foundation stage and understand how to implement the curriculum to cover the early learning goals.

The group agreed to develop practical play activities for mathematical development. The group has purchased more items to promote mathematical development. For example, play money, a number poster, calculator. Staff have attended mathematical development workshops.

The curriculum for children attending in the school hall was considered to be weak. Staff have changed planning in the school hall to ensure there is a more balanced curriculum that covers all the six areas of learning, with more resources made available to children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and choose between different activities, select resources for themselves and take care of their personal needs, such as dressing themselves and washing their hands. Children behave well. They are taught to share and take turns, and to be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff. They listen to stories and enjoy predicting what comes next. They enjoy handling and looking at books when visiting the library. Children recognise their first names and those of other children. They are encouraged to write their name on their work helped by staff as needed. Children are given lots of opportunity to write for a purpose during free play sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count to ten and some beyond. They are given good support to count and recognise numerals during everyday routines such as working out the date or counting cups for snack time. Children solve problems of shape and size as they construct with different materials. Sand and water give children the opportunity to explore weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes that occur, for example when growing cress from seeds. Children carefully construct working models using good resources and use a range of materials to make a colourful collage of squares. Regular trips to local amenities such as the library, church and shops enable children to learn about the environment around them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children do not have access to regular outside play space but staff make the most of the large hall and children are set good physical challenges. They balance along planks, jump over poles, manoeuvre through hoops and throw balls into bins with staff support. Children are taught to handle and control small objects and have a developing control of handling scissors, glue and paintbrushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in music session, using their imagination well. They tap simple rhymes and use their voices to distinguish between deep, soft, sad, happy and singing voice. They are given the opportunity to handle musical instruments and to listen to music. Children draw freely and apply paint in different ways. Role play activities are varied and interesting and children draw on their experiences and imagination as they act out scenarios from home life.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure documentation is in place to show how activities meet the needs of children with different abilities and how activities are fully evaluated to show what the activity has achieved and what could be improved.

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.