



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251456

DfES Number: 518288

INSPECTION DETAILS

Inspection Date 05/03/2004
Inspector Name Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Copdock and Washbrook Pre-school
Setting Address School Hill,
Copdock
Ipswich
Suffolk
IP8 3HY

REGISTERED PROVIDER DETAILS

Name The Committee of Copdock And Washbrook Pre-School
1020844

ORGANISATION DETAILS

Name Copdock And Washbrook Pre-School
Address School Hill
Copdock
Ipswich
Suffolk
IP8 3HY

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

Copdock and Washbrook Pre-school opened in 2001 in their present building. It operates from one room in a port-a-cabin in the grounds of Copock Primary School. The pre-school serves the local area.

There are currently twenty children from two to five years on roll. This includes nine funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting currently has no children attending who have special educational needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 then a lunch club until 13:00.

There are two part time and two full time staff working with the children. Half the staff have recognised early years qualifications to NVQ level 2 or 3. No staff are currently working towards a recognised 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?

Copdock and Washbrook Pre-school provides good care for children. Staff are committed to developing their practice and the care they provide for the children by attending training courses. Currently there is no key worker system in place. Children and parents receive a warm welcome when they arrive and children are able to access the activities straight away. A good range of equipment indoors and outdoors is available to support children's play and learning. Most documentation is in place, however, the child protection procedure needs amendments.

Staff ensure the building is safe and secure at all times but the school playground is not always checked prior to the children using it. Good attention is paid to hygiene practices. The packed lunch session enables children to experience this activity before going to 'big' school. Resources provided, books, wall displays and toys,

show positive images of the multi-cultural nature of society and children are learning about equality through their play

Whilst there are no children currently attending who have special educational needs or English as an additional language procedures are in place to provide appropriate support.

The children experience a good range of activities to support their overall independent learning. Their behaviour is very good and the staff are excellent role models treating everybody and the environment with respect.

The partnership with parents is good. The committee organise fund raising events to replace and provide resources

What has improved since the last inspection?

The actions from the last inspection have been completed satisfactorily.

What is being done well?

- The imaginative organisation of space in the playroom enables children to enjoy independent participation in activities of their choosing with support from the adults readily available.
- Children are able to enjoy outdoor play in most weathers. The well-resourced garden area provides good opportunities to support their physical development.
- The packed lunch session enables children to become familiar with this activity before entering full time education. They learn to open packaged food and interact socially with each other and the staff. By providing a longer session it enables some parents to go out to work.
- There is a good range resources to help children learn about their own cultures and those of other people and experience activities, which help them, understand about similarities and differences. Individual children's needs are met well.

What needs to be improved?

- a key worker system
- the risk assessment for the school playground
- the child protection policy.

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	Develop a key worker system.
6	Develop a risk assessment procedure to follow when using the school playground so children are safe and secure.
13	Ensure the procedure to follow in the event of allegations made against a member of staff or volunteer is included in the child protection statement.

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

How effective is the nursery education?

The nursery education at Copdock and Washbrook Preschool is good. Children are making generally good progress towards mathematical development and very good progress in all other areas.

The quality of teaching is generally good with some very good aspects. The staff's knowledge of the Foundation Stage curriculum enables them to provide an effective learning environment for all children. Very good emphasis is placed on the use of books to support areas of learning. Good resources are provided to develop children's emergent writing, especially during role play. Staff provide and organise the resources to enable all children to progress in their learning. An environment is provided where children can be self sufficient and develop good, independent attitudes to learning. Staff use effective open ended questioning to encourage children to problem solve and make links in their learning. The planning is clear but the short term plans do not include some aspects necessary to ensure all children are experiencing a broad based curriculum. Children's assessment records are regularly maintained using direct observations during their play. The new assessment record format, provided by the EYDCP, is gradually being implemented.

The leadership and management is generally good. The staff work very well as a team and the aims of the setting are reflected in their practice. The active committee enable staff to continue to improve the educational programme by encouraging attendance at training and providing new resources when requested.

The partnership with parents is very good. Parents are able to take an active part in their child's early education by being a member of the committee, helping during the session and providing resources to support activities. They are given a comprehensive and clearly written brochure when their child starts and receive ongoing information about their child's development.

What is being done well?

- Books are used creatively to extend children's learning. Books are placed near activities where children can enjoy pictures and stories which captivate their imagination and extend their play and learning.
- The children are developing good attitudes and dispositions to independent learning. They have a wide range of interesting activities to independently choose from. They can concentrate for long periods of time, they persevere until they come to a satisfactory conclusions.
- Children are very confident communicators. They use language fluently in their imaginative play and when initiating conversations with each other and the adults. They pay good attention to the listener and maintain the theme well.

- The outdoor play area is very well resourced and children can use this to support their learning in all aspects of the Foundation Stage curriculum.

What needs to be improved?

- the short term planning to include learning intentions, adult role, grouping of children and resources needed
- more opportunities for children to experience and develop simple calculation skills in a meaningful context
- the assessment records in line with those adopted from the EYDCP.

What has improved since the last inspection?

The provider has made very good progress since the last inspection. They agreed to improve children's awareness of cultural festivals, enable child to experience more opportunities to link sounds with letters and participate in rhythmic activities, enable parents access to their child's assessment records, monitor the effectiveness of the planning and to provide more technology for the children. Children now experience a range of activities related to cultural festivals, they are given good opportunities to link sounds with letters through the letter of the week topic, they participate in rhythmic activities during music and movement sessions, parents are formally invited to look at their child's assessment records and are informed that they can look at them any time they wish, the effectiveness of the planning is discussed at the end of each session and children have experience of using a computer.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing high levels of self esteem and a sense of belonging by making books about 'me,' the labelling of their work and seeing themselves in photograph books in the book area. They are making good relationships with each other and the staff. Children treat each other and the environment with respect. They show care and concern for others and are beginning to self regulate their own behaviours.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good literacy skills. They practice emergent writing for a variety of purposes and can form some letters correctly and recognise their name. Children are learning to link sounds to letters. They recognise and match some letters at the beginning of words. They listen intently to stories on a one to one basis and many can reliably recall parts of the story. Children ask questions and are beginning to problem solve when answering those asked by staff.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and can reliably count to ten. They use and record number spontaneously in their play. Children experience interesting and meaningful activities which help them recognise shape in the environment and the resources in the setting. However, they have few opportunities during activities to regularly practice simple calculation skills. They compare weight and capacity during play at the sand and water tray and during cooking activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing very good investigation and observational skills through handling and experiencing activities using man made and natural materials. They are developing an understanding of change when growing flowers and vegetables and playing in the snow. Children have a good sense of time, they are able to recall past experiences and talk about the future. They experience activities connected to cultural events and explore similarities and differences amongst themselves.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing gross motor skills using the good range of large equipment provided outdoors. They participate in music and movement indoors where they move imaginatively and rhythmically to songs. They have very good hand to eye co-ordination and manipulate small items with dexterity and they have increasing control over coat fastenings. Children use scissors safely and independently and they are showing a preference for their left or right hand.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can choose from a good selection of materials and are able to express their creativity in many ways; exploring colour, shape and texture. They communicate their feelings using the imaginative play resources and in different role-play situations. Children talk about what they want to do and describe how they are doing it. They have a good repertoire of songs and enjoy joining in ring games.

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

- develop the short term planning to include learning intentions, adult role, grouping of children, adaptation of the activities for all children and the resources needed
- provide children with more opportunities to learn simple calculation skills in a meaningful context.

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.