



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 953368

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Lesley Ann Barrett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name South Bretton Pre-School
Setting Address Middleton Primary School
Middleton
South Bretton
Peterborough
PE3 9XJ

REGISTERED PROVIDER DETAILS

Name The Committee of South Bretton Pre School 1029295

ORGANISATION DETAILS

Name South Bretton Pre School
Address Middleton Primary School
Middleton
South Bretton
Peterborough
PE3 9XJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

South Breton Pre-School, Middleton, opened in September 2001. It operates from a classroom within Middleton Primary School in South Bretton. The Pre-school provides a service to families living in the local area, for children between the ages of 3 years 6 months to school age.

There are currently 32 children on roll, all of whom are either funded 3 or 4 year olds. The group are not currently supporting any children with special needs or children who speak English as an additional language.

The Pre-school opens Monday to Friday 9.00 am to 11.30 am and 12.30 pm to 3.00 pm. Each weekday a lunch time session is offered between 11.30 to 12.30 pm. Children can attend morning or afternoon sessions as well as all day.

More than 5 full time/part time staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3.

The setting receives support from an Early Years Pedagogical Teacher and a Childcare Advisor from the local Early Years Childcare and Development Partnership.

How good is the Day Care?

South Breton Pre-School, Middleton, provide good care for children.

Effective procedures are in place for the induction and employment of staff and volunteers to ensure that children are protected from persons not vetted. Staff work well as a team and are aware of their roles and responsibilities. The environment is welcoming to both children and parents. Good use is made of the room and the resources available to support children's development.

A good variety of stimulating indoor and outdoor activities are provided. Staff's interaction with children is very good, they use effective questioning techniques to extend children's learning. The staff know the children well and are proactive in ensuring that the needs of individual children are met. Positive images of culture gender and ethnicity are promoted, although those that reflect disability are limited. Clear boundaries are set for children about what is right and wrong. Behaviour managements techniques are understood by all staff and consistently applied.

Staff show a good awareness of safety issues and procedures are in place to allow children to play safely indoors and outdoors. Staff's understanding of promoting good health and hygiene ensures children are encouraged to manage their own personal hygiene, such as washing hands and wiping their noses. The organisation of snack times provides children with opportunities to increase their independence skills.

Good documentation supports the successful management of the group, although the register does not record the exact times of arrival and departure of children and staff. There is a good partnership with the parents and carers who are warmly welcomed into the group. Parents are provided with regular opportunities to view their child's progress folders and talk to staff. They express their satisfaction with the care offered.

What has improved since the last inspection?

At the last inspection the committee were asked to ensure that the staff working with children were suitable to do so and that a full risk assessment was regularly carried out, these have all been met.

The special needs policy needed to be made consistent with relevant legislation, the information provided for parents needed to include sufficient details, policies needed to be made available to parents and all appropriate documentation needed to be in place. These have all been addressed.

What is being done well?

- There is a good balance of experienced and less experienced staff who have a clear understanding of their roles, which helps the provision to meet the needs of the children.
- Effective use is made of the resources available to provide children with an interesting and stimulating environment.
- Staff follow policies and procedures to ensure that good health and hygiene is promoted. They encourage children to follow good hygiene practices such as washing their hands regularly.
- All children are included, their differences acknowledged and taken into consideration when planning activities. Positive images of culture, ethnicity and gender are promoted.
- Staff set clear boundaries for children about what is right and wrong. Behaviour management techniques are understood by all staff and consistently applied.

An aspect of outstanding practice:

Staff make consistent use of effective questioning in everyday activities to extend children's learning.

What needs to be improved?

- the register to ensure the exact times of arrival and departure are recorded for children and staff.
- positive images of disability.

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 that children's and staff's exact times of arrival and departure are recorded.
9	Increase upon positive images that reflect disability.

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.