



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102957

DfES Number:

INSPECTION DETAILS

Inspection Date 14/07/2003
Inspector Name Margaret Rose Sully

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Tudy Pre-School
Setting Address The Village Hall
St Tudy
Bodmin
Cornwall
PL30 3ND

REGISTERED PROVIDER DETAILS

Name The Committee of St Tudy Pre-School 1029100

ORGANISATION DETAILS

Name St Tudy Pre-School
Address The Village Hall
St Tude
Bodmin
Cornwall
PL30 3ND

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

St Tudy Pre-School has been running for approximately 21 years, it is managed by a voluntary committee. It operates from two rooms in St Tudy village hall. St Tudy is a small village situated between Bodmin and Camelford. Children attending the group live in the surrounding rural villages.

The Pre-school is registered for 24 children from two to five, but cater for children from two and a half years. There are currently 12 children on roll and the group are in receipt of funding for four three old children and two four year old children. Staff would support children with special needs and children who speak English as an additional language.

The group opens three days a week, Monday, Wednesday and Friday, during school term time. Sessions are from 9.30 am to 12 noon.

There are three staff who work with the children, two have relevant early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and are working towards the EYDCP Quality Assurance Award.

How good is the Day Care?

St Tudy Pre-school provides good care for children.

The space and resources within the Pre-school are well organized and children can choose from a good range of interesting activities. Two of the three members of staff have a childcare qualification and all attend further short training courses to keep up to date with childcare issues. There is a high ratio of adults to children on the premises.

Safety issues are given high priority and frequent risk assessments are carried out. The staff ensure children are safe both when in the building and on outings.

Staff plan a varied and interesting programme of activities; children can have free

choice for a large part of the session. Staff spend their time talking with the children and supporting them in their play. They work together and are consistent in their positive approach to behaviour management.

There are good relationships with parents. Staff ensure parents are kept well informed about their children's progress. There is an active parent management committee who fully support the staff in running the Pre-school.

What has improved since the last inspection?

At the last inspection the Pre-school agreed to include in the child protection policy a procedure to follow in the event of an allegation against a staff member, to develop policies on no smoking, on a child becoming ill at the setting and on outings. Also, the policy on uncollected children was to be revised and all policies and procedures to be updated and reviewed regularly. All paperwork is now in order and available for parents' information.

The Pre-school also agreed to record times of arrival and departure of children and staff, this is now done and a record of everyone on the premises is kept. Most hazardous plants have been removed from the outside play area and socket covers are fitted to all accessible electrical sockets, ensuring that these are not a hazard to children.

What is being done well?

- The supervisor and deputy have a level 3 childcare qualification, all staff have First Aid qualifications.(standard 1)
- The staff work well together as a team, providing a consistently caring and stimulating environment for children.(standard 2)
- The premises are light, spacious and secure; staff organize the resources within the room well, so that children have easy access to all activities (standard 4)
- Staff have an awareness of safety and undertake daily risk assessments. There is a high ratio of adults to children to ensure safety both in the building and when on outings. (standard 6)
- Staff are aware of children's dietary needs and provide healthy and nutritious snacks during the session. (standard 8)
- Parents are welcomed into the group and feel their children are well cared for by friendly staff. They feel well informed about their children's progress through discussion with staff at each session and a termly meeting with the key worker. The notice board and regular newsletters provide parents with clear information about what is happening in the group. (Standard 12)

What needs to be improved?

- pipe from the hand basin in the toilet to the outside wall is broken (standard

4)

- climbing frame in the outside play area has some rusty areas (standard 5)
- confidentiality of accident/incident records (standard 7 and 14)
- complaints procedure to include address and telephone number of the regulator (standard 12)

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
4	ensure that the pipe from the handbasin in the toilet to the outside wall is not a hazard
5	ensure that the climbing frame in the outdoor area is in a safe condition
7	ensure accident/incident records are kept confidential
12	ensure the complaints procedure includes the name, address and telephone number of the regulator

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

How effective is the nursery education?

St Tudy Pre School offers high quality nursery education.

Children are making very good progress towards all the early learning goals. Children are provided with a balanced curriculum covering all areas of learning. Good use is made of the well presented village hall to provide well organised and interesting activities. The children visit local facilities, such as the lifeboat station and the theatre, which supports their learning with real experiences.

Teaching is very good. The staff work well as an established team and support the children's learning very well. They are confident in the early learning goals and use questions and explanation well to extend children's understanding and imaginary play. Planning is based on the local authority curriculum. Staff are confident to adapt the suggested activities to ensure they meet the needs of the children attending the setting.

Leadership and management is very good. The setting is lead by a committee of parents who work closely with the person in charge of the pre-school. The supervisor of the setting works hard to organise many aspects of the group, with great success. The management have a strong commitment to providing high quality care and education for the children. The group have recently embarked on the local authority Quality Assurance Scheme which will help the group to maintain high standards establish a system for formal self evaluation.

The partnership with parents is very good. Parents are very pleased with all aspects of the education provided at the setting. Parents are regularly invited to discuss their child's achievements with the staff, and are very pleased with the progress their children are making.

What is being done well?

- Children are well behaved, independent, confident and clearly enjoy attending the setting.
- Staff plan and provide a wide variety of stimulating activities which enable the children to learn through play. This is further extended by visitors, such as the police officer, coming into the setting and the children making trips to places of interest.
- Staff are skilful in their ability to extend children's play and learning by using good, stimulating discussion and questions. They are able to adapt activities smoothly to follow the children's direction of play.
- Children are making very good progress in all areas of learning.

What needs to be improved?

- Staff to provide further opportunities for children to recognise their names, letters and to write in a purposeful way.
- Assessments are effectively used to challenge the more able child.

What has improved since the last inspection?

This is the first Nursery Education Inspection the setting has received, and therefore there were no previous areas identified for improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. The children are keen to attend the setting and quickly settle. Children demonstrate confidence to express their ideas and are independent in selecting resources. The children are well behaved and are willing to help each other, as was shown when four children came, independently, to the aid of another child to help him pick up the split pasta.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. The high adult presence, and good communication skills of the staff promotes language development when the children are playing. Children enjoy stories and looking at books. Further improvement could be made by increasing the frequency that children recognise their names and identify letters. More able children could be encouraged use mark making and writing to write purposefully, for example in labels and lists.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Mathematic concepts are introduced to the children through play opportunities such as the water and sand play. Staff provide resources to extend children's understanding of shape and positional language. Number games are enthusiastically received by the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Regular trips to local places of interest, including walks around the village are made. Staff also invite visitors to the setting, such as Newquay Zoo,(including snakes and tarantulas) which extends children's learning through real experiences. The small garden area is well utilised as children have planted an apple tree, sunflowers, strawberries and pumpkins which are used to make lanterns for Halloween.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical play is very good. Good use is made of the outdoor area, where there is a large climbing frame slide and rope swings available. Various resources are available for children to develop a range of skills. The children have opportunity to used small equipment and tools for various purposes. On a one to one basis, children use knives to cut & prepare the fruit for snack time.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children are encouraged to use their imagination. Staff extend role play by providing resources and being lead by the children's ideas. Children enjoy singing songs, and will readily suggest their favourite and request staff to play the piano for them. Children can freely access a range of creative materials, the painting activity included large and small brushes, coloured and texture paper, string and a wide range of coloured paints.

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 weakness to report, but consideration should be given to improving the following:
- extend the opportunities for children to recognise their names and letters, and to 'write' for a purpose.
- ensure that the assessments are used effectively to challenge the more able child.

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.