



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY236029

DfES Number: 524088

INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Gobowen Pre School
Setting Address	Sure Start Cherry Tree Centre School Lane Gobowen Shropshire SY11 3LD

REGISTERED PROVIDER DETAILS

Name	The Committee of Gobowen Pre School
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ORGANISATION DETAILS

Name	Gobowen Pre School
Address	Gobowen School School Lane Gobowen SY11 3LD

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

Gobowen Pre-School opened in 1972. It operates from one main room in a Sure Start building in the grounds of the local primary school. The setting serves the local area.

There are currently 53 children from 2 to 5 years on roll. This includes 28 funded 3 year olds and 17 funded 4 year olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Nursery sessions are from 09:00 to 15:00. After school sessions run from 15:00 to 18:00.

Seven part-time staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a further recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The group use some of the High Scope principles.

How good is the Day Care?

Gobowen Pre-School provides good care for children. Staff are willing to attend training courses and work effectively as a team, knowing their roles and responsibilities.

Children's behaviour is well managed and staff continually praise children for their efforts.

Staff interact very well with the children. They have fun with the children and extend their learning by asking open-ended questions.

Satisfactory arrangements are in place with regard to safety and staff know that all sockets need to be made safe. Advice also needs to be sought from the Environmental Health department with regard to the safe storage of packed lunches.

Staff also know that clear policies regarding administration of medication and regarding sick children need to be in place.

Staff provide a broad range of activities covering the six areas of learning which children can freely access, encouraging their independence.

Partnership with parents is very good. Staff undertake home visits before the children start and involve parents in their child's learning.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Children are able at certain times to make decisions about what they want to play with and a wide range of activities and resources enables the children to be independent and choose for themselves.
- Staff interact very well with the children, asking open-ended questions to extend their learning.
- Staff manage children's behaviour well and continually encourage the children and praise them for their efforts.

What needs to be improved?

- the safety of the sockets;
- the policy on administration of medication;
- the policy regarding sick children;
- the advice from the Environmental Health department about what foods can be stored safely.

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
6	Ensure that all sockets are inaccessible to children.
7	Ensure that there is a clear policy available on administration of medication;
7	Ensure that there is a clear policy available regarding sick children.
8	Contact the Environmental Health department to seek advice about what foods can be stored safely.

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

How effective is the nursery education?

Gobowen Pre-School provides generally good nursery education with children making generally good progress towards the early learning goals. Children are well taught and staff have a secure knowledge of the foundation stage curriculum and the early learning goals and attending relevant training courses is seen as a priority. Staff extend children's learning by encouraging the children to think and asking open-ended questions. However, staff do not extend children's thinking with regard to why things happen. Children also have limited opportunities to explore malleable materials or respond in a variety of ways using their senses. Staff work well to include all children. Individual education plans can be drawn up for children with special educational needs.

Staff provide a wide range of planned and spontaneous learning opportunities and ensure children's progression through observation and interactions. However organisation of large groups at story time or physical activity time can lead to children becoming restless. All staff contribute to planning the curriculum and work well with parents to ensure children are developing in all areas. Staff manage children's behaviour well and consistently praise children's achievements.

The leadership and management of the setting is generally good. Staff work well together as a team. They work with parents and other professionals are accessed, to ensure that all children are included and their needs are met. All staff receive an annual appraisal and are constantly supervised. The team are well established and communication with each other is effective.

Partnership with parents is very good. Staff work hard to ensure that parents are kept well informed about their child's progress and the next stage of development. There are plenty of opportunities for parents to be involved in the life of the setting which uses regular parent volunteers and holds frequent social events.

What is being done well?

- children's personal, social and emotional development is very good. Children are keen and interested to learn and are able to self-select an activity.
- children's mathematical development is very good. Children have many opportunities to use number in a practical way.
- partnership with parents is very good. Staff work hard to ensure that parents are involved in their child's learning and are kept well informed about their child's progress.

What needs to be improved?

- Planning to ensure that opportunities are available for children to respond in a variety of ways using their senses, to question why things happen and to have malleable materials available to explore.
- The organisation of large group activities so staffing resources are appropriately utilised, enabling children's concentration to be maintained.

What has improved since the last inspection?

Good progress has been made since the last inspection. All four key issues have been dealt with. Plans are more detailed and include the learning outcomes and how children will be grouped. Staff have now also introduced games and practical activities to make children more aware of number operations. Staff now use assessments of children to inform future plans and parents are involved in this process. Children are now involved in the planting of flowers and shrubs and their care and feeding the fish.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Personal, social and emotional development is very good and is given a high priority within the setting. Children are keen, interested to learn and able to select activities for themselves from the wide range available. Children concentrate and persevere when completing an Autumn picture. Staff have high expectations of children's behaviour and continually praise children's achievements. Children demonstrate personal independence when putting on aprons before a craft activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Communication, language and literacy is generally good. Children's listening skills can be disrupted at story time when more adult assistance is needed. Adults extend children's learning when asking open-ended questions. Children take part in many activities to develop their recognition of rhyme. They talk confidently in small groups as adults ask them to plan what they are going to do. Some children are starting to form recognisable letters and can find their own names at registration time.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's mathematical development is very good. Staff use both planned and spontaneous opportunities to count with the children in everyday practical activities. Children begin to understand in a practical way the concepts of addition and subtraction. They have many opportunities to match, sort and recreate patterns and play games to re-inforce these concepts. Children have opportunities to recognise shapes, match shapes and have completed worksheets to consolidate this learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Knowledge and understanding of the world is generally good. Children have many opportunities to use their senses to explore and investigate. They look at similarities and differences during the theme of wild and captive animals but have limited opportunities to question why things happen. Children discuss their families' past, present and future events. Children have opportunities to look at different festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Physical development is generally good. When playing on the wheeled toys outside children move confidently around the area, demonstrating an awareness of space and others. However, children become restless when waiting for a turn on the hurdles. They access a wide range of large and small equipment to develop fine manipulative and gross motor skills. However, there are limited opportunities to explore malleable materials. Children are developing a good awareness of a healthy life style.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creative development is generally good. Children have plenty of planned and spontaneous opportunities to explore colour, texture and shape. Music sessions take place weekly so children can explore sound. However, children have limited opportunities to respond to what they see, hear or smell within the planned themes. Children play familiar circle games with obvious enjoyment. Children play imaginatively in the home area and convincingly take on different roles and invite the adults to join in.	

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

- Key Issues
- provide opportunities for children to respond in a variety of ways using their senses, to question why things happen and to have malleable materials available to explore.
- ensure that large group activities are organised, and staffing resources are appropriately deployed, to maintain children's concentration.

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.