



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105941

DfES Number: 521296

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Jennifer Barton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Brampford Area Pre- School
Setting Address School House
Brampford Speke
Exeter
Devon
EX5 5HE

REGISTERED PROVIDER DETAILS

Name Brampford Area Pre School 1024780

ORGANISATION DETAILS

Name Brampford Area Pre School
Address School House
Brampford Speke
Exeter
Devon
EX5 5HE

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

Brampford Area Pre-School has been in operation for 24 years. The pre-school is committee run and is located on the site of Brampford Speke Primary School in the small village of Brampford Speke near Exeter in Devon.

The pre-school offers two playrooms during morning sessions and one playroom during afternoon sessions. There is a toilet and an enclosed outdoor play area.

The pre-school is registered to provide full day care for 14 children aged two to five years, with an additional eight children being cared for when both playrooms are used during the morning session.

There are currently 19 children on roll aged two to five years of age. This includes four funded four-year-olds and 11 funded three-year-olds. At present there are no children attending who have special educational needs or speak English as an additional language.

The pre-school operates during term times only, Monday to Friday from 09.00 to 11.30 and 13.00 to 15.30 on Monday, Tuesday and Thursday. A lunchtime club from 11.30 to 13.00 is provided Monday to Friday.

There are five staff employed to work with the children of these one member of staff has the Diploma in Pre-school Practice qualification and another is a qualified teacher. The pre-school has access to training and support through the Early Years Development and Childcare Partnership.

How good is the Day Care?

Brampford Area Pre-school provides good care overall for children aged two to five years of age. Staff provide a warm, friendly and welcoming environment for both parents and children. There are many exhibits of children's work, posters and notices on display. Staff are deployed well and create good use of their premises and resources. However, toilet facilities do not meet requirements. There are

appropriate recruitment procedures but no staff induction in place. Appropriate policies and procedures are in place, but some are not up to date.

Procedures for health and safety are good there are effective systems in place for keeping children safe and the premises secure.

Staff provide interesting activities for the children and have a wide range of equipment and resources. They take positive steps to promote the welfare and development of all children. Children behave well they are familiar with daily routines. Staff are good role models, they have a calm and consistent manner and use effective strategies for managing behaviour.

Partnership with parents is good, they have comprehensive information about the setting. Staff encourage parents to share their children's learning through helping on the parents rota.

What has improved since the last inspection?

Improvement since the last inspection has been good. The pre-school had to develop an action plan to ensure staff qualifications and training requirements were met. A new member of staff with teaching qualifications has been employed as the deputy supervisor. The pre-school has appointed this person as the senco and they have attended relevant special educational need training. The pre-school now has a better understanding of the foundation course and procedures for supporting special educational need children and ensures all children progress effectively.

What is being done well?

- Lovely displays of children's work and posters create a warm and welcoming environment.
- Good organisation of space and resources allows easy accessibility and choice by children.
- Positive steps are taken to meet the needs of all children.
- Working in partnership with the parents by sharing information is very effective in keeping parents involved and aware of what is happening within the provision.

What needs to be improved?

- the procedures for staff induction
- the toilet facilities
- the updating of the complaints and child protection policies

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	Provide arrangements for staff induction.
13	Ensure the child protection policy includes procedures for allegations made against staff.
14	Ensure the complaints procedure includes the address and telephone number for Ofsted.

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

How effective is the nursery education?

Brampford area Pre-School is providing effective nursery education and children are making overall generally good progress towards the early learning goals. Provision for personal, social and emotional development, communication, literacy and language and knowledge and understanding of the world is given high priority and children are making very good progress in these areas.

The quality of teaching is generally good. Staff know the children very well, they work as a team and support children's individual learning appropriately through good interaction. There are interesting activities and appropriate toys and equipment provided for the children. The planning and assessment system generally covers the six areas of learning but is not linked to the stepping stones to clearly show children's achievements along these. Staff use effective behaviour management strategies to encourage good behaviour.

Leadership and management is generally good. There are clear roles and responsibilities and effective communication to ensure they work together as a team. Regular meetings allow the provision to evaluate, assess and update procedures to ensure they provide effective nursery education.

Partnership with parents is very good. The parents are well informed about the nursery through newsletters and notices on display. Parents are encouraged to share in their children's learning through helping at sessions on the parent rota and discussing children's progress files.

What is being done well?

- Children are confident and independent and able to choose their own activities.
- Children's communication, literacy and language is developing well, they have appropriate activities to encourage reading and writing skills.
- A good range of well planned activities are provided for children to explore and investigate.
- Partnership with parents is effective which encourages sharing information about the provision and children's development.

What needs to be improved?

- the planning to ensure it is linked to the stepping stones and all aspects of the six areas receive sufficient and regular attention. For example, increasing children's health and bodily awareness and music and sound exploration.

- children's assessments to ensure they show progression linked to the stepping stones

What has improved since the last inspection?

Improvement since the last inspection is generally good. Staff have developed their planning well for the physical programme, they use the school playground when available, have physical activity sessions in the village hall and have purchased new bicycles and an outdoor climbing frame. Children now have good opportunities to increase their large motor skills and participate in vigorous play activities.

Staff include practical mathematical and number problems in everyday situations to ensure children become familiar with numbers but opportunities are missed to develop children's understanding of one more than or one less than.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and independence and are motivated to learn. They are able to choose their activities and are developing good concentration skills and frequently persevere to complete activities, such as in play dough and creative play. Children behave well, they are familiar with every day routines and understand what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and enthusiastically talk about their experiences. They are showing a love of books, enjoy listening to stories and use information books during activities, developing an understanding that print carries meaning. Children are recognising letters of the alphabet and becoming familiar with the sounds of letters through daily routines. Activities provided with writing resources allow children to increase their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to practice counting, they are encouraged to recognise and write numerals in every day routines, such as register time. However, children do not use every day routines to develop their understanding of number operations or solve simple problems. Planned activities using puzzles, bears, computer and peg boards allow children to recognise shape, use mathematical language and compare size, and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate and find out about features of their own and the wider environment such as the Desert in Africa. Children enjoy designing and building with different materials and use information technology equipment such as the computer, calculators and cassette player to support their learning. Well planned activities and topics introduce children to different cultural experiences and traditions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently both indoors and outdoors. Regular physical activities help them to develop skills in using a range of small and large equipment such as balls, wheeled toys and climbing and balancing equipment. Children use a range of tools and equipment with increasing control such as roller to paint and stamp, knives and scissors to cut playdough. However, children do not have regular opportunities to develop their understanding of healthy eating and bodily awareness.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to be imaginative and express their own ideas in role play, dressing up, construction, sand and art. Children's art displays show they explore colour, texture and natural materials to be creative. However, opportunities to develop imagination and explore through music and sound are limited.

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 plans to ensure they are linked to the stepping stones and all the six areas of learning receive sufficient regular attention
- ensure children's assessments show progress and development linked to the stepping stones

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.