



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253957

DfES Number: 500217

INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Sally Ann Hubbard

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Beetley and District Pre-School
Setting Address	The Mobile St Mary's County Primary School, Elmham Road, Beetley DEREHAM Norfolk NR20 4BW

REGISTERED PROVIDER DETAILS

Name	The Committee of Beetley And District Pre-School 1029927
------	--

ORGANISATION DETAILS

Name	Beetley And District Pre-School
Address	The Mobile, St Mary's County Primary School Elmham Road, Beetley Dereham Norfolk NR20 4BW

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

Beetley and District Pre-school opened in 1971. It operates from one room in a mobile premises sited in the grounds of St Mary's Primary School in Beetley. Beetley and District Pre-school serves the local area.

There are currently 33 children from two to five years on roll. This includes 18 funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:30 until 12:30 and from 13:00 until 15:30.

Five part time staff work with the children four of which have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership (EYDCP).

How good is the Day Care?

Beetley and District Pre-school provides good quality care for children.

The pre-school have very detailed procedures in place for ensuring all adults are suitable to work with children. All staff have appropriate qualifications, they have clear roles and responsibilities and work well together as a team. The premises are made welcoming to children and parents and space is well used. Equipment and furniture is appropriate and staff ensure they conform to safety requirements. Clear detailed records are all kept on the premises.

The premises are safe and secure and staff take care to minimise hazards and keep children safe both within the pre-school and on outings, however they do not carry out sufficient evacuation procedures. Detailed health and hygiene procedures are effectively put into practice and records for medication and accidents are in place.

Staff obtain sufficient information to enable them to meet children's dietary needs, however children are not often provided with healthy snacks. All children are treated as individuals and they have opportunities to learn about other cultures and equality of opportunity through planned activities and access to appropriate resources.

Staff plan and provide a good range of play activities which help children to develop in all areas. Children are happy, well settled and have good relationships with staff and each other. Staff provide good role models and give children praise for appropriate behaviour. Policies and procedures are in place which enable staff to effectively meet the needs of children with SEN. Staff have procedures to follow if they suspect a child in their care is being abused or neglected.

Staff have very good relationships with parents and carers and work closely with them to meet children's needs. Parents form the committee responsible for running the group. They are given an informative prospectus and are encouraged to be involved in their children's care and learning.

What has improved since the last inspection?

The pre-school have met all actions imposed at the transition inspection. They had to complete and submit vetting forms and ensure unvetted persons are not left alone with children. All staff and relevant committee officers have got completed CRB checks in place. They had to obtain permission to seek emergency medical treatment or aid and they have added this permission to their admission forms. They had to provide fresh drinking water for children at all times and they have achieved this by placing cups next to the fresh drinking water tap. They have developed their behaviour management policy to include a statement about bullying and also have a named member of staff who takes responsibility for behaviour management issues. Their complaints procedure has been amended to include the name and telephone number of the regulator. The child protection policy has also been developed and they have appointed a named member of staff for child protection issues.

What is being done well?

- Staff work very well together as team and are clear about their roles and responsibilities. All staff hold relevant qualifications and they organise the space and resources well to provide a good range of activities to help children's development.
- Safety in the pre-school is well promoted both within the building, in the outside area and when on outings. This is supported by detailed policies and procedures.
- Detailed records are in place, readily accessible and these enable staff to meet children's needs effectively.
- Staff have good relationships in place with parents and carers who are encouraged to become involved in the pre-school. Information and records are shared on a regular basis.

What needs to be improved?

- the fire drill procedures to ensure they comply with fire safety officer recommendations
- the snacks provided to ensure these are healthy and nutritious.

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 fire drill procedures conform to fire safety officer recommendations.
8	Ensure children are provided with healthy and nutritious snacks.

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

How effective is the nursery education?

The provision for nursery education at Beetley and District Pre-school is good. It enables children to make very good progress towards the early learning goals in personal, social & emotional development and communication language and literacy and generally good progress in all other areas of learning.

The quality of teaching is generally good. Most staff have a good knowledge and understanding of the foundation stage and they meet together to do the informal planning. Detailed written curriculum plans are in place, which cover all six areas of learning, however the planning needs to be further developed to ensure there is a balance across all of the stepping-stones and that activities provide sufficient challenge for the older or more able children. Staff work directly with the children and organise the environment so that it is attractive and inviting. Staff have good relationships with children and know them well. Staff make observations and assessments of children and use information from these to feed into future planning. Staff provide good role models for children's behaviour and give them clear boundaries

Leadership and management is generally good. The management committee and staff work closely together to ensure the smooth running of the group. Staff work very well together as team in a relaxed atmosphere. They are clear about their roles and responsibilities. The committee are supportive of staff attending additional training. They have a clear vision and plans for the pre-school's future and are committed to improving the care and education they provide.

Partnerships with parents is very good, they form the management committee responsible for running the group. They receive good information about the group in the form of a prospectus, which includes information about the curriculum. Parents are confident to share information with any staff member and are able to contribute to and be involved in their children's education.

What is being done well?

- Children make very good progress in personal, social and emotional development they are confident, very well settled, and have very good relationships with staff.
- Children make very good progress in communication language and literacy. They are learning that words can help to make sense of the world and to give instruction or information as well as enjoying reading for pleasure.
- The pre-school have very good partnerships with parents who form the management committee responsible for running the group. Parents are given information about the early learning goals and are able to be involved in their children's education.

- Staff work well together as a team and they have clear roles and responsibilities.

What needs to be improved?

- the planning to be further developed to include a balance across the early learning goals under each area of learning. Ensure that the activities provide sufficient challenge for the older or more able children
- the creative activities to ensure they are not adult directed, for example, the use of pre-cut shapes
- the planning of opportunities for children to develop skills using large apparatus and small equipment.

What has improved since the last inspection?

There were two key issues at the last inspection.

Generally good progress has been made with both. the setting were asked to explore ways of developing children's personal independence by encouraging the children to do more for themselves, for example by pouring their own drinks or fastening their own aprons. The children have many opportunities for personal independence throughout the session, some examples are self registration, hand washing, fastening aprons, coats and shoes and pouring their own drinks at snack and meal times.

The setting had to explore ways of using time between activity sessions to include extra learning opportunities. These times are now used for children to sort, count and match resources when tidying them away.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and well settled; they are developing good self-esteem. They have very good relationships with staff, treat others with respect and listen to them. Children generally behave well, they are polite and are learning about right and wrong. They learn to share and take turns. Children have many opportunities to develop independence throughout the session. They have planned opportunities to learn about other cultures and beliefs in detail through topics such as travel.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities to recognise that print carries meaning with everyday items around the room labelled. They have respect for books and handle them appropriately and can also take them home. They have a good range of fiction and non-fiction books available. Children can make marks in their every day play such as the role-play area and they are developing the required manipulative skills for early writing. Some children are able to form letters correctly and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with a lot of opportunities to count during their play and are able to relate numbers to objects throughout the whole session. Children have opportunities to do simple calculations with play dough and when singing number songs and rhymes. Children have many opportunities to sort, count and match equipment during activities and when tidying away. They discuss and can recognise simple shapes. Children's work is valued; they have photographs taken of them holding their work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with opportunities to explore and investigate. They learn about change over time by growing plants and looking at lifecycles. Children use designing and making skills, such as making a spaceship. They learn about and use ICT during the session with the computer and telephone. Children gain a sense of time and place; they discuss home and make visits to the local area. They learn about their own beliefs and those of others by celebrating birthdays and looking at festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move with confidence around the room, they show awareness of space and use the limited space well avoiding the many obstacles such as when taking babies for walks in prams. Children are learning about health and bodily awareness and talk about drinking milk to make them strong. They are able to use a range of equipment to develop their physical skills both inside and out however there is a lack of planned alternative activities for children when they are unable to use outside.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to explore media such as paint and sand. Children are confident and discuss what they have made or painted. They have opportunities to move to music in a variety of ways and use their imaginations well in role-play. Children have opportunities to use their senses through planned activities, such as smelling coffee beans. They also discuss feelings during stories. Children can freely express themselves during some of the creative activities but others are very adult directed.

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 planning to include a balance across the early learning goals under each area of learning. Ensure activities provide sufficient challenge for the older or more able children
- ensure creative play opportunities are not adult directed
- improve the planning of opportunities for children to develop skills using large apparatus and small equipment.

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.