



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109926

DfES Number: 520313

INSPECTION DETAILS

Inspection Date 14/11/2003
Inspector Name Catherine Hill

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name YATELEY COMMUNITY PRE-SCHOOL
Setting Address Cranford Park Drive
Yateley
Hampshire
GU46 6LB

REGISTERED PROVIDER DETAILS

Name YATELEY COMMUNITY PRE-SCHOOL 298231

ORGANISATION DETAILS

Name YATELEY COMMUNITY PRE-SCHOOL
Address Cranford Park Drive
Yateley
Hampshire
GU46 6LB

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

Yateley Community Pre-School has been running for 25 years in Yateley, a small Hampshire town. It is managed by a parents' committee and in May 1997 moved to its own premises in the grounds of a local infant school. Strong links are maintained with the school. The pre-school has one large room, cloakrooms which include facilities for the disabled, and easy access to an enclosed, grassed outdoor play area. The pre-school also benefits from access to school facilities such as the main hall and playground.

The children attending the pre-school come from the local area where there is some social but little cultural diversity. There are currently 46 children on roll including 27 children in receipt of nursery education funding. There are no children attending at present with special educational needs and only one child for whom English is an additional language.

The pre-school is open for 40 weeks a year offering ten sessions a week. Monday and Thursday afternoon sessions are designed to meet the needs of the older children. The morning sessions run from 09.15 to 11.45 and the afternoon sessions run from 12.30 to 15.00.

There are eight experienced members of staff who all work well together as a team. They have suitable qualifications and are committed to updating skills and knowledge by making use of available training.

How good is the Day Care?

Yateley Community Pre-school provides good quality care for children.

The organisation of the pre-school is excellent with detailed documentation supporting practice. Staff have clearly defined roles and responsibilities and work closely as a team to provide a warm, welcoming and stimulating environment for children.

Staff have a high regard for health and safety. Daily safety checks are carried out and well-maintained records ensure all areas of safety are accounted for. Children are taught good hygiene practice, which is also role modelled by staff. A good variety of healthy snacks are provided for children who are introduced to a variety of different tastes with parental consent.

Staff plan and set out a wide range of activities and resources to provide children with opportunities for skill progression. They have a good knowledge of children's individual needs and build caring relationships with them. Children are confident, happy and relaxed within the group and readily approach staff for support. Children are making good progress in their development although opportunities for the development of literacy skills could be further enhanced. Staff act as good role models with regard to behaviour and are adept at using distraction to maintain a positive learning environment.

Partnership with parents is good. Regular written and verbal information is exchanged and good relationships are maintained. Parents are encouraged to become involved with their child's learning and are positive in their praise of the care given to their children.

What has improved since the last inspection?

This section is not applicable as the last inspection was transitional.

What is being done well?

- The organisation of the pre-school with all supporting documentation is excellent. Children are able to learn in a safe, stimulating environment where care is taken to ensure their health and safety at all times.
- Care, learning and play is very good. Staff have very good relationships with children who respond well to staff's consistent interest in them. Staff plan and set out a wide range of activities and resources to develop knowledge and skills.
- Partnership with parents is good. Parents are provided with detailed information regarding pre-school practice. Children benefit from the positive relationships between staff and parents.
- Staff have a good knowledge and understanding of individual children's needs. Children are sensitively supported and encouraged to become independent learners at their own pace.

What needs to be improved?

- opportunities to develop literacy skills.

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
3	organise the reading and role play areas to enhance opportunities for the development of reading and writing skills.

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

How effective is the nursery education?

Yateley Community Pre-school is a good quality provision where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff use a range of teaching strategies to effectively encourage and promote learning. They provide a safe, welcoming and stimulating environment in which children can learn and develop. Planning and assessment records ensure children's progress through to the early learning goals can be charted. Children are sensitively supported by staff who have very good relationships with them and are knowledgeable about their individual needs. Children are relaxed and respond well to staff encouragement and praise. Support for children with English as an additional language and for children with special educational needs is well thought out with staff working with parents and outside agencies, as appropriate, to support children. Children's learning in some areas is very good. Some opportunities are missed, however, to extend and develop learning in communication, language and literacy and mathematical development.

Leadership and management is very good. Staff are very well organised and deployed effectively throughout sessions to provide constant support and encouragement to children. They have clearly defined roles and responsibilities. Strong relationships between the pre-school committee and staff are maintained with regular meetings. Documentation is detailed and regularly reviewed and assessment of pre-school practice and procedures is ongoing to ensure continually improved practice.

Partnership with parents is very good. Staff welcome parents into the setting and establish very good relationships with them. Regular and detailed information is shared on the pre-school's practice via newsletters, information on notice boards and daily verbal exchanges. Parents are encouraged to be involved with their child's learning and are welcomed into the group to share knowledge and skills.

What is being done well?

- Leadership and management is very good. The pre-school is very well organised with detailed documentation in place to support practice.
- Staff work very well as a close team to support and develop children's learning. They have a good understanding of individual needs and use a range of teaching strategies effectively to ensure learning progresses.
- Partnership with parents is positive. Parents are encouraged to be involved with their child's learning and regular, detailed information is shared with them.
- Children's learning in knowledge and understanding of the world, physical and creative development is very good. Staff plan a range of interesting and

stimulating activities to promote development in these areas.

What needs to be improved?

- opportunities to develop writing and reading skills and to develop knowledge of the vocabulary associated with calculation.

What has improved since the last inspection?

Generally good improvement has been made since the last inspection. Opportunities for free creativity have improved. Children have daily access to plain paper, role play, small world resources and construction to express themselves freely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and interested in activities. They are comfortable within the setting and confident to speak out in front of others. Children's independence skills are developing well. They are able to attend to personal hygiene, select and tidy away activities and some pour their own drinks. Staff sensitively support children as appropriate in developing these skills. Children are polite and take turns using equipment, for example, when playing with the abacus together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent, articulate speakers and engage easily in conversation. They have a good understanding of story telling and use their imagination well when telling their own stories. Most listen attentively to stories being read and staff use questions well to stimulate thought and discussion during storytime. Children are developing a good understanding of the links between letters and their sounds. Some opportunities, however, are missed to develop writing and reading skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident with numbers and counting. They can count confidently to ten and some show recognition of written numbers up to 15. Children are developing an understanding of addition and staff use songs and visual aids to help reinforce learning. Children recognise simple patterns and shapes and are able to use comparative language when talking about size. Staff miss some opportunities to develop vocabulary associated with calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff plan a good range of topics to develop children's knowledge of the wider world. Children are introduced to different cultures through fun activities such as making Rangoli patterns during the topic Diwali and they have opportunities to sample foods from different countries when learning about them. Children learn about their local environment through outings and visitors to the group. They are aware of the change of seasons and its effect on nature.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely throughout the pre-school setting. They display good co-ordination, body control and awareness of space and others. For example, when dancing fast and slow whilst scarf dancing to Indian music. Staff develop children's knowledge of health and bodily awareness through planned topics and reinforce knowledge during daily physical activity sessions. Children have daily opportunities to develop and consolidate their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff plan a wide range of activities for children to develop their creative skills. Staff use questions effectively to stimulate thought and demonstrate and explain activities ensuring children are aware of what is expected of them. Children enthusiastically join in with songs and action rhymes and use their imagination well when, for example, engaged in role play and story telling. Children are able to express ideas freely through a range of activities.

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

- provide opportunities for children to practise writing for everyday purposes, to develop reading skills and a knowledge of the vocabulary associated with calculation.

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.