



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199367

DfES Number: 519655

INSPECTION DETAILS

Inspection Date	24/11/2003
Inspector Name	Rachel Edwards

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Luckington Pre-school Playgroup
Setting Address	The Pratton Building, Luckington Primary School The Green, Luckington, Chippenham Wiltshire SN14 6PB

REGISTERED PROVIDER DETAILS

Name	The Committee of Luckington Pre-school Playgroup
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ORGANISATION DETAILS

Name	Luckington Pre-school Playgroup
Address	The Pratton Building, Luckington Primary School The Green, Luckington, Chippenham Wiltshire SN14 6PB

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

Luckington Pre-School opened in the 1970s. It operates from a mobile classroom in the grounds of Luckington Primary School, in the village of Luckington, in Wiltshire. Most children attending live in Luckington or the surrounding villages.

There are currently 27 children on roll. This includes 12 funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. There are currently no children attending with special needs or English as an additional language.

The pre-school is open five mornings each week during term time only. Sessions last from 9.00 to 11.30.

There are four members of staff working with the children. Two have early years qualifications and a third is working towards a Diploma in Pre-school Practice and a Montessori Diploma.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The group follow a Montessori based approach.

How good is the Day Care?

Luckington pre-school provides satisfactory care for children with some very good aspects noted.

The pre-school is well organised, most policies and procedures are in place and staff are generally aware of their roles and responsibilities. They work well as a team and give good guidance to volunteer helpers. Not all staff are qualified.

Staff pay good attention to hygiene and help children to learn about the importance of keeping healthy. Most areas of safety are satisfactory.

There is a good range of toys and equipment and these are readily accessible to the children. Staff plan a variety of interesting activities and support the children well. They are interested in the children and ask skilful questions to help them learn and

make good progress in all areas. Staff are caring and enthusiastic and this creates a happy, stimulating environment where children feel secure and enjoy learning.

Parents are kept well informed about all aspects of the pre-school, through an informative brochure, notice board and regular newsletters. Staff are available, each day, to share information about the children. Parents are encouraged to be involved in their child's learning, through regularly helping during sessions.

What has improved since the last inspection?
not applicable

What is being done well?
<ul style="list-style-type: none">● The warm, welcoming environment helps children to settle quickly. They are confident, happy and eager to learn.● Children enjoy taking part in a wide range of interesting activities that cover all areas of learning. There are a good range of resources that are well organised to encourage the children to explore and become independent.● Children respond well to the staff's clear guidance and praise and as a result they are very well behaved.● Parents are well informed about all aspects of the pre-school and their child's progress. They are encouraged to be involved in their child's education, which is of benefit to the children.

What needs to be improved?
<ul style="list-style-type: none">● the number of qualified staff working with the children● the security of the building, to prevent unsupervised children leaving or unwanted visitors entering● the system for recording parent's consent to give medication and the staff's administering of medication● arrangements for ensuring that all staff are familiar with child protection procedures● the special needs policy.

Outcome of the inspection
Satisfactory

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	Ensure that at least 50% of adults working with the children have a minimum level 2 qualification.
6	Make sure that the premises are secure so that unsupervised children cannot leave and unwanted visitors cannot enter.
7	Obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines given to children.
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Luckington Pre-School Playgroup offers high quality provision which helps children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a good understanding of the early learning goals and foundation stage, effectively planning and providing a good range of purposeful, stimulating activities to help children learn. However, the time management of some whole group activities is not always appropriate for all children. Staff are enthusiastic, well motivated and act as good role models. They know the children very well and have a good relationship with them. They actively promote children's positive behaviour, whilst developing their confidence and independence. Staff offer a good range of easily accessible equipment and resources to support children's learning. They undertake regular observations and written assessments of all children. However, they do not plan for individual children's future development in all areas of learning.

Leadership and management are very good. The staff and committee work well together as a team. They have shared aims for the group, have a good awareness of the group's strengths and areas for development and are committed to further enhancing the quality of the education for all children.

The partnership with parents and carers is very good. Parents are provided with regular, good quality information about the setting and the educational provision. They are kept well informed about their child's achievements and academic progress. They are encouraged to share what they know about their child and become involved in their child's learning at home and within the setting.

What is being done well?

- Children are confident, enthusiastic and eager to learn. They have good social skills, behave very well and are developing their independence through good adult support.
- Children use a good range of vocabulary confidently when talking to adults and peers. Staff ask good indirect questions to make children think, reinforce and extend their learning.
- Staff provide meaningful planned and spontaneous opportunities for children to reinforce and extend their understanding of number. Children confidently solve number problems posed through skilful staff questioning.
- Staff have a very effective relationship with parents. They provide them with good quality information about the educational provision, opportunities for them to contribute to assessments and chances for them to be involved in their child's learning within the setting and at home.

- Staff plan and provide regular opportunities for children to explore colour, texture, shape, space and form using a wide range of equipment, media and materials, which are easily accessible to children for self selection.
- Children have wide ranging opportunities to learn about the local environment through practical, challenging activities and are developing their understanding of a variety of cultures and beliefs through stimulating, meaningful experiences.

What needs to be improved?

- staff's assessment of individual children's progress in knowledge and understanding of the world, personal, social, and emotional development, creative and physical development, to plan for their future learning
- staff's time management of whole group activities to ensure they are appropriate to the developmental needs of younger and less able children.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Following the previous inspection, the group was given three key issues for action;

. provide a wider range of creative resources for children's own exploration, imagination and expression.

. review adult (staff and parent) deployment to ensure a settled and focused adult input into activities and time for children to choose and pursue their own activities on their own and with peers without direct adult input.

. continue to develop assessments ensuring that children's progress and achievements in all aspects of the six areas of learning are recorded regularly and shown clearly. Staff should make opportunities for parents to contribute their observations of children's development out of play group to these.

Children now have regular planned opportunities to use their imagination and express their own ideas, using a good range of creative resources.

Staff are appropriately deployed to enable children to experience structured, adult directed activities and free choice opportunities which do not involve direct adult input.

Staff have developed the assessment programme to regularly record children's progress and achievements in all areas of learning. Staff provide opportunities for parents to contribute information about their child's progress, as an aid to ongoing assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic, eager to learn and have good self esteem. They are well occupied, interested in the wide range of stimulating activities. Children behave very well and are learning to be independent. Children work well together as part of a group. They have good social skills, are considerate of others, and are able to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate, using language confidently when talking to adults and peers. They show good attentive listening skills and are able to carry out instructions confidently and with success. Children enjoy exploring and sharing books with adults, individually and as part of a group. They have regular opportunities to link sounds and letters, during activities specifically targeted to each child's stage of development.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use numbers as labels and count well during planned and spontaneous play opportunities. They are developing a good understanding of mathematical language through meaningful activities. Children enjoy solving number problems, are developing their understanding of addition and subtraction and have regular opportunities to extend their understanding of shape, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are increasing their knowledge of the local environment through a good range of purposeful activities. They have regular planned opportunities to develop their awareness of a wide range of cultures and beliefs and stimulating opportunities to investigate and explore objects and materials. Children regularly design and make using their imagination, from a good variety of resources, tools and joining materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of equipment, tools and materials safely, with increasing confidence and control. They move imaginatively and safely, showing a good awareness of themselves and others. Children are learning the importance of keeping healthy through meaningful, practical activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have regular opportunities to explore colour, texture, shape, form and space, supported by a wide range of media and materials and planned opportunities to use their imagination in art, craft and role play. Children enjoy planned activities to listen to a range of musical styles, explore musical instruments and sing a developing range of simple songs from memory.	
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 weaknesses to report, but consideration should be given to improving the following:
- further develop the programme of assessments to plan for individual children's future learning in the areas of creative and physical development, knowledge and understanding of the world, and personal, social and emotional development
- evaluate the time management of whole group activities to ensure the developmental needs of younger and less able children are met.

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.