



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 224035

DfES Number: 514218

### INSPECTION DETAILS

Inspection Date	23/06/2003
Inspector Name	Alyce Helen Callaghan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Baschurch Pre-School Group
Setting Address	Baschurch Village Hall Eyton Lane, Baschurch Shrewsbury Shropshire SY4 2JN

### REGISTERED PROVIDER DETAILS

Name	Ms Nicola Cowper
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## 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

Baschurch Pre-School Group opened in 1975. It operates from Baschurch Village Hall with the use of a large hall, toilets, kitchen and foyer area. The pre-school has a demountable for their sole use which is joined to the hall by an enclosed ramp.

There are currently 39 children from two years to five years on roll. The current admission policy is to welcome children from two and a half years. This includes 17 funded 3 years olds and 12 funded 4 year olds. Children attend for a range of sessions. There are no children with special needs or children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 until 12:00, with a lunch club offered from 12:00 until 12:55.

Five staff work with children, two have early years qualifications. Two staff are currently on training programmes and the fifth member of staff assists with the children and undertakes kitchen/domestic duties. The group receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The Pre-School uses an approach based on the High Scope method, along with a key worker system.

### How good is the Day Care?

Baschurch Pre-School Group is providing good quality care for children between the ages of two and a half and five years. The staff are experienced and work well as a team. They use the High Scope methodology and key worker systems effectively to offer a range of well organised activities. Staff have a good understanding of the Foundation Stage which enables them to help children develop toward the early learning goals.

Children are cared for in a friendly, secure and comfortable environment. Staff are aware of safety issues and take advice to ensure the safety of children. This extends to the outside play area where children can enjoy a wide range of toys and

equipment.

Staff work well with children, showing a genuine commitment and interest at all times. They listen to what children say and respond appropriately. Staff use positive reinforcement, encouraging children to be kind, considerate and have good manners. However, they have to develop strategies to dissuade children from running in the large hall.

The setting works in partnership with parents, encouraging parents to stay and initiate an activity with their child. Staff offer information and support to parents through an effective key worker system and a well balanced approach to learning.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- Overall planning, including clear procedures, is very good, as are assessments of children's progress.
- Children are engaged in a good range of appropriate, interesting and challenging activities which help develop and progress towards the early learning goals. They are comfortable and confident during review groups with key workers which are used to extend learning.
- The group offers a warm and welcoming environment, with parents and children initiating activities related to the early learning goals. The environment is safe and suitable while offering a wide range of age-appropriate toys, books, equipment and activities.
- Children participate in making choices about activities, they know what needs to be done next and are willing to help. Staff promote children's independence and use positive strategies to encourage self control and good behaviour.
- Parents value the adult and child planning activity as an opportunity to be part of their child's learning. They are able to discuss their child's needs and daily accomplishments with their child's key worker.

#### **What needs to be improved?**

- session times need to conform with sessional care standards;
- hand washing procedures used need to comply with Environmental Health good hygiene recommendations;
- staff need to ensure children are safe when moving through the hall.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
7	Ensure that hand washing procedures comply with Environmental Health good hygiene recommendations.
11	Staff need to ensure children are safe when moving indoors.
2	Ensure that day care provided for children is less than a continuous period of four hours.

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

### How effective is the nursery education?

Children are making very good progress towards the early learning goals with very good teaching. The staff have a clear understanding of the stepping stones used to attain the early learning goals. Planning provides a good range of interesting activities that help children learn. There is a good range of equipment and resources which staff use well to support children's progress in all six areas of learning. The staff promote good behaviour and have high expectations of what the children can accomplish.

Children's progress is assessed regularly and this is used effectively by staff to monitor progress towards the early learning goals. There are no children with special needs or who have English as an additional language attending the setting, although there are effective systems in place to provide good support. Staff work well together to create an environment that is stimulating and exciting for the children. They plan well for a range of activities and promote continuous learning through creative opportunities.

The leadership and management of the setting is very good. professional and effective. Staff are relaxed and work professionally and effectively with parents and other agencies to support all children. The team is well established and has a strong commitment to staff development and training. They receive regular supervision and annual appraisals. They have developed strategies to review the effectiveness of the nursery's practice.

The partnership with parents and carers is very good. Staff greet parents and children in a welcoming manner, encouraging parents to participate in the planning and initiating of activities. Information is posted on notice boards, in letters and daily informal discussions in order for staff to share with parents their child's strengths and skills. Parents are given helpful information about the nursery's educational provision, policy document updates and topics to be covered.

### What is being done well?

- Children's personal, social and emotional development is very good. They are eager and motivated to learn. Children's learning in communication and literacy is very good. They can express their feelings and interact confidently with others.
- Children's learning in knowledge and understanding of the world is very good. They use resources that include technology during planned and spontaneous activities.
- Staff's clear understanding of the stepping stones toward the early learning goals leads to well planned activities which maintain children's interests and efforts. Staff set challenges for children during planned and spontaneous

activities that increase their thinking skills.

- Staff work well together and provide good role models and a consistent secure learning environment for children.

#### **What needs to be improved?**

- Three year olds self-assurance when using space during physical development activities in a large group.
- Toys representing positive images of other cultures and countries.

#### **What has improved since the last inspection?**

Since the last inspection the setting has made very good progress overall in addressing the four key issues.

They were asked to provide water and sand activities to help learning about volume. This has been addressed appropriately.

Short term planning for four year olds was required to be more detailed. This has now been done.

The group was asked to provide computers, calculators and programmable toys. There is now a good range and quantity of these available to support children's learning.

Opportunities for children to respond to other cultures and religious events were limited. This now been addressed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. They are confident and have good relationships with other children and with adults. They are interested and motivated to learn as part of a group or independently. They are confident to express a range of feelings and are aware of the needs and feeling of others. Staff promote children's independence encouraging children to select activities. Children have opportunities to respond to cultural and religious event.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The development of children's communication and language is very good. In small and large groups, children listen well and talk about their experiences. They make up their own songs and take part in role-play with confidence. Staff extend children's vocabulary by introducing new words during planned activities. Children enjoy books and understand how they are organised. They are encouraged to write their own names with appropriate use of upper and lower case letters and some can so unaided.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The programme of children's mathematics is very good. Children use mathematical language and are familiar with number rhymes, counting games and activities. They can recognise shapes and four year olds can name the basic shapes. Staff use both planned and spontaneous opportunities to count with children. They recognise numbers up to ten and are familiar with larger numbers from their everyday lives. Children can choose from a good range of resources, using programmable toys and computers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The setting's development of children's knowledge and understanding of the world is very good. Children have many opportunities to use their senses to explore and investigate. They learn about patterns and similarities when looking at different foods. They talk about their observations, and ask questions about why things happen and how they work. Children talk about their holidays, their families and past and present events. They have opportunities to look at different cultural events.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children's physical development is very good, they are able to access a wide variety of equipment indoors and outdoors that develop large and small motor skills. Staff plan and use spontaneous opportunities for movement to develop children's skills, such as stories, musical instruments and taped music. Children are learning to recognise and understand the exercise and good food help them grow.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The programme for children's creative development is very good. Children are able to work in a variety of media. They explore colour, space, shape and texture in two and three dimensional design. They have opportunities to experience various musical instruments, sing songs and nursery rhymes. Children write, talk and use a wide range of materials, suitable tools and other resources to express their ideas and talk about their feelings. They use their imaginations when dancing and moving.

**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 weakness to report, but consideration should be given to improving the following;
- develop children's self-assurance when moving in the large hall;
- increase the range of toys which provide positive images of other cultures.

*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.*