



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY261429

DfES Number:

INSPECTION DETAILS

Inspection Date 20/01/2004
Inspector Name Catherine, Louise Sample

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lover and Redlynch Pre School
Setting Address School Road
Lover
Salisbury
Wiltshire
SP5 2PW

REGISTERED PROVIDER DETAILS

Name Lover and Redlynch Pre-school 1026647

ORGANISATION DETAILS

Name Lover and Redlynch Pre-school
Address Redlynch Primary School
School Road, Lover
Redlynch
Salisbury
SP5 2PW

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

Lover and Redlynch Pre-School was registered in 1973. It is situated in the village of Lover in a rural area on the Wiltshire/Hampshire border and serves the local community. It is based in a mobile in the grounds of Redlynch Primary School.

The pre-school is open every weekday morning in term time from 09.00 to 11.45. There is an extended session on Tuesdays until 13.00. The pre-school admits children from the age of two years and six months.

The supervisor has a level three childcare qualification and her assistant is currently on a training programme. There are four funded three-year-olds and one funded four-year-old. The pre-school supports children with Special Needs. There are no children who have English as an additional language. The pre-school receives teacher and Special Needs support from the Wiltshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Lover and Redlynch Pre-School provides satisfactory care for children. The supervisor is fully qualified and her assistant is currently attending training. The pre-school has an effective operational plan in place that shows clearly how the group is run and states its aims and objectives. The premises provide a warm and welcoming environment for children and parents. The pre-school keeps all the necessary records, policies and procedures although staff do not consistently record accidents and incidents and confidential records are not stored securely.

The staff have a sound understanding of health and safety requirements and the premises are secure at all times. There was, however, an unprotected sharp metal bracket that posed a potential risk to children on the day of inspection. The staff actively promote good health and hygiene and provide nutritious snacks and drinks. The pre-school takes appropriate steps to meet the children's individual needs and to help all children take part in activities. The staff are able to manage child

protection concerns effectively.

The staff interact well with the children and offer them plenty of praise and encouragement. They ask them questions to make them think and respond to their interests. The pre-school has a sufficient range of toys and resources, although there is a limited range of books available. The pre-school has an appropriate equal opportunities policy but there is scope to extend the opportunities for children to learn about other cultures and beliefs. The staff value and encourage good behaviour and help the children to learn right from wrong and to share and take responsibility.

The staff offer the parents a warm welcome to the pre-school and give them good written information about the setting. They regularly exchange verbal information with the parents about the care of the children.

What has improved since the last inspection?

Not applicable

What is being done well?

- There is an effective operational plan which shows clearly how the group operates and gives full details of their policies and procedures. It clearly states the pre-school's aims and objectives.
- The staff interact well with the children. They ask them questions to make them think and offer them plenty of praise and encouragement.
- The premises provide a warm and welcoming environment. The mobile is brightly decorated and there are colourful displays of the children's work.
- The staff value and encourage good behaviour. They praise the children frequently for desired behaviour and encourage them to share and to take responsibility.

What needs to be improved?

- the range of books available
- the safety of the sharp metal bracket on wall
- the consistent recording of accidents and incidents
- the opportunities for children to learn about other cultures and beliefs
- the security of confidential records.

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
6	Ensure that sharp metal bracket is made safe or inaccessible to children.
5	Ensure that a wide range of books is available at all times.
7	Ensure consistent recording of accidents and incidents.
9	Extend the opportunities for children to learn about other cultures and beliefs.
14	Ensure security of confidential records.

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

How effective is the nursery education?

The provision at Lover and Redlynch Pre-School is of good quality overall. Children are making generally good progress towards the Early Learning Goals. They are making generally good progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative development and physical development, but there are significant weaknesses in their progress in mathematical development.

The teaching is generally good. The staff form good relationships with the children and ask them open ended questions to make them think. They manage the children's behaviour effectively, giving plenty of praise and encouragement, teaching them right from wrong and encouraging them to take turns. Staff use the premises well to provide a range of activities for the children but sufficient resources are not always available. Staff are currently developing assessment, planning and evaluation.

The leadership and management are generally good. The staff are aware of their roles and responsibilities and have annual appraisals and regular reviews to monitor their performance. The staff and the committee are committed to improvement and have identified several areas for development. At present there is no monitoring of the effectiveness of the nursery provision.

The partnership with parents is generally good. Parents are welcomed to the group and staff have a friendly relationship with them. There is regular verbal exchange about the care of the children and the parents also receive good written information about the setting. There are no formal procedures in place to share information about what the children are learning and parents do not see the children's records of progress. There are no formal procedures for parents to share what they know about their child's development.

What is being done well?

- The children are curious and motivated to learn. They behave well, taking turns and taking responsibility. They relate well to one another and to the staff and work as part of a group.
- The children are confident speakers and use language well in real and imaginary situations. They enjoy listening to stories and can respond to simple instructions. They can recognise their names and some can write them. They have opportunities to make marks and some can form recognisable letters.
- The staff form good relationships with the children. They ask them open ended questions to encourage them to think. They are interested in the

children and talk to them about what they are doing and about events in their home lives. They help the children to learn right from wrong and to take turns and give frequent praise for good behaviour.

What needs to be improved?

- the assessment, planning, and evaluation
- children's use of large play equipment to enable them to climb, scramble, slide and swing
- the frequency of opportunities for children to count, problem solve and recognise numerals
- the procedures to keep parents fully informed about their child's progress

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children separate confidently from their carers. They are curious and motivated to learn. They behave well, taking turns and taking responsibility. They relate well to one another and to the staff and work as part of a group. They have many independent skills although they do not have the opportunity to serve themselves at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers and can use language well in real and imaginary situations. They are able to recognise their names and some can also write them. They are good at listening and can follow simple instructions. They have opportunities to make marks and some can form recognisable letters. There is a limited range of books available to the children.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The children are interested in shape and space and can use shapes appropriately for tasks. They use size language confidently. They quickly learn to use a programmable toy. They have limited opportunities to count, solve number problems and to recognise numbers of personal significance. They do not always show an interest in numbers or number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children have regular opportunities to explore and investigate a range of materials and their surroundings. They also have regular access to information and computer technology and can perform simple functions on the computer. They have limited opportunities to learn about the culture and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move freely and with pleasure. They can successfully judge body space and respect the personal space of others. They have regular opportunities to increase their control over small play equipment but they do not currently have access to large play equipment and therefore do not have opportunities to climb, scramble, swing and slide. They use one handed tools and equipment regularly.

CREATIVE DEVELOPMENT

Judgement: Generally Good

The children have free access to creative materials to express themselves and have regular opportunities to explore texture. They have a good awareness of colour. They enjoy singing, but have limited opportunities to explore musical instruments and to express themselves through dance and movement. The children have a strong interest in imaginative play.

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

- continue to develop assessment, planning and evaluation to ensure that all areas of learning are fully covered and evaluated and that the next steps for each child are regularly identified and met
- ensure that children have access to large play equipment in order to have opportunities to climb, scramble, swing and slide
- ensure that children have frequent opportunities to count, problem solve and recognise numbers
- develop the partnership with parents to ensure that they are kept well informed about their children's progress and what they are learning.

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.