



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109095

DfES Number: 518083

INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Charlotte Jenkin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Vorda Pre School
Setting Address	British School Building Brewery Street, Highworth Swindon Wiltshire SN6 7AJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Vorda Pre-school
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ORGANISATION DETAILS

Name	Vorda Pre-school
Address	Brewery Street Highworth Swindon Wiltshire SN6 7AJ

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

Vorda Pre-school group is a well established group in Highworth. It is committee run, and the manager has responsibility for the overall organisation and daily management of the group. It serves the local community as well as the surrounding area.

The group is open Monday to Friday, during term time only, with sessions held from 09.15 hours to 11.45 hours or 12.45 hours to 15.15 hours.

The group operates from an old church hall and they have sole use of two playrooms with adjacent toilet facilities, plus a kitchen for preparing snacks. They have use of an enclosed garden which offers further opportunities for play and physical activities.

There are twelve staff who work directly with the children three of these have appropriate qualifications within the field of education and child care. Three are currently training for their qualification.

How good is the Day Care?

Vorda pre-school provides good quality care for children.

Staff create a child centred and welcoming environment which is well organised into clear learning areas for children to engage in activities of their choosing. Staff continue to monitor group activities and make adjustments according to the needs of the children, and staff deployment ensures children are fully supported during activities. There is a vast range of toys and equipment that cover all areas of learning and these are readily available for self-selection and children initiate their own play and learning.

Staff are aware of their responsibilities regarding children's safety and collection and daily checks are effective in minimising risks to children. The uncollected child and outings policies could be developed further. Staff practice and promote good

hygiene through daily routines and arrangements to prevent the spread of illness are good. Children help themselves to water throughout the session. There are good arrangements to ensure staff are aware of children's dietary needs and for parents regarding the safe storage of lunches. Staff have a good knowledge of child protection issues.

Staff provide an excellent range of structured and free play activities that cover all areas of learning and children relate well to staff and peers. Staff consistently implement the behaviour management policy and re-enforce good behaviour through praise. Staff work closely with parents to support children's language development and encourage all children to participate in all activities. Staff liaise with outside agencies and parents to set individual targets for children with special needs, and to monitor and review their progress. One to one support is given to ensure they are included in the routines of the pre-school.

Staff liaise with parents regarding the care of their children and respect their wishes. They give parents detailed information about the provision and of their children's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide an excellent range of free play and structured activities that cover all areas of learning. Children relate very well to staff and peers, select and carry out activities and are engaged in purposeful play. Adults question children to extend their learning and respond extremely well to children's interests, using these to encourage children to visit the areas they are less confident in.
- Staff gain information regarding children's backgrounds and first languages and work with parents in supporting their language development, both in their Mother Tongue and in English. All children are encouraged to participate in all activities and there is a good variety of resources that promote positive images of diversity in children's daily play.
- Staff work with parents and outside agencies to contribute to setting individual targets for children with special educational needs, and for monitoring and reviewing their progress. Funding is gained to support children and they are able to fully participate in the activities and routines of the pre-school.
- Staff consistently implement the behaviour management policy and use sensitive methods to manage children's behaviour. They role model politeness and encourage good behaviour through praise and positive re-enforcement and children's behaviour is very good.
- Staff lease with parents regarding the care of their children and respect their wishes. They give parents detailed information about the policies, routines

and curriculum of the pre-school. Staff have regular verbal exchanges of information with parents, parents evenings and written summaries of children's progress are shared with parents.

What needs to be improved?

- the uncollected child policy to include lost children, to ensure their safety both on and off the premises
- the operational plan for outings.

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
2	Develop the uncollected child policy to include lost children.

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

How effective is the nursery education?

Vorda pre-school is an acceptable provision and is of high quality where children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good knowledge of the early learning goals and ask children questions that make them think and extend their learning. Planning has clear learning outcomes for children and staff are very aware of what the children are expected to gain from activities, and covers all areas of learning. Staff role model expectations for children's behaviour and praise and re-enforce kindness. Assessments are effective in monitoring children's progress and individual targets are set for each child in each area of learning, and used to inform future planning. Evaluations of activities do not determine whether children achieved the learning outcomes.

Leadership and management is very good. The committee works closely with the manager to ensure the business needs of the pre-school are met, and the manager and staff team communicate well and work together as a team. Staff share responsibilities and learn from one another's practice and expertise. Staff appraisals are effective in identifying areas for development and training plans are implemented. The pre-school has identified areas of good practice and set up plans for developing areas for improvement. All staff are committed to training, attend courses and cascade information to all staff, in-house.

Partnership with parents is very good. Parents receive detailed information regarding the pre-school's policies, routines and of the curriculum implemented. The pre-school explains to parents the 'learning through play' ethos of the group and the activities the children will be involved in. Staff give parents written reports, as well as verbal feedback on their child's progress and parents comment and give staff information regarding their children's achievements. The lending library is not well used.

What is being done well?

- Children attempt writing during spontaneous imaginative play. They write a list of items they need to pack in their lunch boxes and draw where they are going, engaged in role play co-operatively, in the same theme.
- Children select freely from a variety of resources, including boxes, paper, paints, pens and glue, and express and communicate their ideas through painting, collage, drawing and design and construction.
- Staff respond extremely well to children's interests and use these to further extend their learning and skills, by encouraging them to visit activities they are less confident in, and linking these to their interests.

- Staff organisation of story time ensures children are engaged, interested and eager to join in. They have small groups, large books and children turn the pages and are eager to anticipate what is going to happen next in the story.
- Staff role model expectations of children's behaviour and re-enforce kindness. Children's behaviour is therefore very good and they are caring towards one another.

What needs to be improved?

- evaluations of activities to determine whether children achieved the learning outcome of activities.
- parent's use of the lending library.

What has improved since the last inspection?

Vorda pre-school has made very good progress since the last inspection.

At the last inspection the pre-school agreed to implement plans to improve the outdoor accommodation in order to provide a stimulating environment for role play, topic work and exploring the senses, as well as physical play. They also agreed to develop the recording system so records cover all areas of learning.

The pre-school has now made a sensory garden for which children have opportunities for exploring mini-beasts, observing changes and topic related work. They have a greater range of equipment to promote children's physical skills and role play opportunities and take the indoor learning environment outside. This is an area the staff are continuing to develop.

Assessments of children's learning are linked to all six areas of learning. Individual targets are set for children in each of these areas and are then used to inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show increasing confidence in selecting and carrying out activities, and persist at these for extended periods. They demonstrate a sense of pride in their achievements, and talk to staff and peers about what they are involved in and what they have made. Children make attachments to members of the group, relate well to staff and peers. They develop turn taking skills and initiate interactions with peers, familiar and unfamiliar adults. Children demonstrate a sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen to stories with enjoyment and anticipate what will happen next. They use talk in real and imaginary situations and to describe what they are making and doing. More able children hear and say initial sounds in words and recognise rhyme in spoken word. Children learn that print carries meaning and more able children know print reads from left to right. Children turn pages of books correctly and use them to locate information. They make marks and more able children form letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have regular opportunities to count and recognise numerals through daily routines. They count confidently and more able children recognise numerals 0-9 out of sequence. Children solve simple calculating problems through routines, number rhymes and puzzles. More able children say one more than a given number and know that if 4 children sit at a table of 6, they need 2 more children. Children observe and use positional language through play and use language to describe shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children examine living things and observe similarities and differences and describe features. They observe change over time, e.g. life cycles and when planting herbs. Children operate simple equipment, programmable toys and develop skills to operate computer programmes. Children develop a sense of time and observe features in the natural environment. They show interest in the world they live and re-create scenarios through small world play and they describe significant events for their family.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show awareness of themselves and others when moving indoors and outdoors. They respond to music by means of movement, experiment with different ways of moving and combine and repeat a range of movements. Children have opportunities to develop their climbing and sliding skills, use a range of large equipment and balance on various parts of the body. They use a range of writing implements and tools with increasing control and engage in activities requiring hand/eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture and mix colours when painting. More able children differentiate colour. Children explore sounds made with musical instruments, dance to music and sing simple songs from memory. They engage in role play based on first hand experiences, play co-operatively and use available props to support their play. Children communicate their ideas through painting, drawing, collage and role play. They use their senses and respond to what they see, feel and smell.

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:
- develop the evaluation system to determine whether children achieved the learning outcome of activities;
- encourage parents to use the lending library, to link home and pre-school 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.