



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106398

DfES Number: 521710

INSPECTION DETAILS

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| Inspection Date | 08/07/2004 |
| Inspector Name | Pauline Margaret Whiter |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Witheridge Pre-School |
| Setting Address | Fore Street Witheridge Tiverton Devon EX16 8AH |

REGISTERED PROVIDER DETAILS

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| Name | Witheridge Pre-School 1027702 |
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ORGANISATION DETAILS

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|---------|--|
| Name | Witheridge Pre-School |
| Address | Fore Street Witheridge Tiverton Devon EX16 8AH |

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

Witheridge Pre-School operates from the school hall in Witheridge Primary School and serves families from Witheridge itself and surrounding villages. The pre-school was established in 1992 and is registered to provide 20 places for children aged between 3 and 5 years. It operates during term time only, on every week day apart from Wednesday and is open from 09:00 to 11:30. The pre-school is managed by a voluntary committee that employs three staff to work with the children, and an administrator. Two of the staff have NVQ level 3 qualifications in early years care and education and one is working towards NVQ level 2 qualification.

There are currently 20 children in receipt of funded education for three- and four-year-olds. The pre-school has experience of providing care for children who have special needs. No children currently attend who speak English as an additional language. The pre-school is a member of the Pre-school Learning Alliance quality assurance scheme. It receives support from the PLA and from the Foundation Stage advisory teacher.

How good is the Day Care?

Witheridge Pre-school provides good quality care for children.

The pre-school is well organised and managed. The staff are enthusiastic and work well as a team and with the active and involved committee. Adult to child ratios are above the required levels and children receive good individual support. The staff plan a wide programme of interesting activities and use effective systems for observing and recording children's progress.

The staff work hard to make good use of the space and resources to create a stimulating environment for the children. Standards of hygiene and safety are good. The staff are well informed on children's dietary requirements and arrangements for food and drink are good. They manage children's behaviour well and provide good support to children who have special needs.

The staff value their partnership with parents and have developed effective ways of ensuring a good exchange of information.

While the standard of documentation is satisfactory, with comprehensive and policies and procedures in place, further detail is required.

What has improved since the last inspection?

At the last inspection the pre-school was asked to take action in relation to: personnel, child, and incident records; risk assessments; sickness and medication policies; and child protection procedures.

Overall there has been satisfactory improvement, with a need for further improvement in a couple of areas.

There are effective systems in place to ensure that all staff are vetted, that there is a named deputy and that relevant personnel and child records are available during sessions.

Risk assessments are carried out to ensure that safety arrangements are regularly monitored.

There are policies and procedures in place for sickness and child protection, but there is a lack of documentation to support the medication policy and the child protection procedure lacks detail in relation to allegations against members of staff or volunteers.

What is being done well?

- Children are purposefully engaged in a wide range of interesting activities throughout the session. They enjoy the fresh air every day as they play and explore in the different outdoor play areas.
- The staff are attentive to safety. They supervise the children well and they teach the children about health and safety through planned activities and everyday routines.
- The provision for food and drink is very good with children developing independence skills as they choose when to help themselves to drinks and snacks in the cafe area. Snacks are healthy, including fruit on a daily basis.
- The provision for children with special needs is good. There is good liaison between staff, parents and external agencies to ensure that children's individual needs are met.
- The staff and committee successfully create a warm and welcoming atmosphere for children and their families. The partnership with parents is good.

What needs to be improved?

- documentation for administration of medication
- the child protection policy to include procedures to follow in case of allegations against members of staff or volunteers
- the detail of the procedures for lost and uncollected children.

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 |
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| 14 | ensure that policies and procedures continue sufficient detail, particularly those for child protection and lost children. |
| 14 | establish a system for the recording of medication. |

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

How effective is the nursery education?

Witheridge Pre-school offers good quality nursery education. Children are making very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, and physical development. They are making generally good progress in knowledge and understanding of the world and in creative development.

Teaching is generally good. The staff get to know the children well and they have good knowledge and understanding of the early learning goals. Each key worker uses observations and assessment records well to identify each child's progress and to plan their next steps for learning. There is, however, insufficient emphasis in the planning on some aspects of the curriculum. The staff support individual children well, enabling them to progress at an appropriate pace. They provide children with sufficient challenge in their learning and provide good support to children who have special needs.

Leadership and management are very good. The playleader provides clear leadership and the staff team work well together. There is a strong commitment to training and professional development and regular meetings are held to monitor how well the provision is operating. The staff and committee are committed to improvement and successfully implement a quality assurance programme.

There is a very good partnership with parents. Staff extend a warm welcome to parents and they establish and maintain good relationships with them. Parents receive good quality information on the setting and on the children's progress and activities. They have many opportunities to become involved in the life of the pre-school and to exchange information with staff about their child.

What is being done well?

- The staff manage the sessions well, providing a good balance of child initiated activities and those directed by adults.
- The staff give a high priority to promoting children's personal, social and emotional development. As a result, children are developing confidence, good independence skills and learning how to play and work together well.
- Children are becoming confident communicators. They have regular opportunities to express their needs and describe their experiences, real or imagined. The staff give good support to extending children's vocabulary.
- The staff are very welcoming to parents. There is a strong sense of community in the setting and parents are very involved in the day-to-day running of the preschool. They receive detailed information about their child's progress and achievements and they contribute to assessments.

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| What needs to be improved? |
| <ul style="list-style-type: none">● opportunities for children to use and understand information and communication technology● opportunities for children to express themselves freely in response to music. |

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| What has improved since the last inspection? |
| <p>There were two key issues at the last inspection and the pre-school has made very good progress in both areas. The first issue was to plan suitably challenging activities to meet the needs of individual children. The staff have reviewed and amended assessment systems so that they identify clearly children's individual learning needs and use this information well in the planning and support for activities. They implement the new systems well to ensure that children are making appropriate progress.</p> <p>The second issue related to the planning of mathematical activities for problem-solving with numbers. A member of staff has been given responsibility for overseeing the provision for mathematics to ensure there are sufficient resources each session to promote this area of learning and that children use them. Children are making good use of well- resourced mathematical areas during sessions and staff provide appropriate support. The staff also regularly use incidental opportunities and everyday activities to solve simple problems with the children, such as when children work out how many more boys there are than girls in the group.</p> |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work well independently at activities they have chosen, and in groups with and without the support of an adult. Their personal independence skills are developing well, for example as they choose when to have their snack and confidently pour their own drink. Their behaviour is good. Children are developing a good awareness of their place within their immediate environment and the wider community. For example, they proudly march with the pre-school band at the local fair.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing confidence as they communicate with each other and with adults. They are introduced to and use a widening vocabulary. They know how to use books and that they are sources of information as well as stories. Children use language well to describe what they are doing and to recall past experiences. They show interest in writing for a variety of purposes. Many children can write their names and other familiar words, learning to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count to 10 and beyond. They are learning to recognise numerals, for example as they complete the calendar and weather chart. They develop a good understanding of mathematics as they compare the weight and volume of the pots of lentils and beans. They use the language of shape and position and recreate simple patterns regularly through a range of practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to observe changes and to question why things happen and how things work, such as when cooking and when looking at bicycle stabilisers. They regularly build and create for a purpose using a wide range of commercial and natural materials. They learn about the local and wider world and some of its features through outings and visitors to the pre-school. Children are not developing their awareness of the uses of information and communication technology.

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| PHYSICAL DEVELOPMENT | |
| Judgement: | Very Good |
| Children are developing co-ordination and control of their bodies in indoor and outdoor activities as they run, throw, balance, and climb. They use large and small equipment with developing skill. They develop the ability to handle tools with control, for example as they use scissors, glue sticks, and a range of brushes, rollers and painting pads. Children are developing an understanding of the importance of personal care and good diet through everyday routines and planned topics. | |

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children use their imagination well in role-play, as when a child acts out the visit to the fire station, selecting an animal mask to become his breathing mask. Children enjoy expressing themselves freely when painting, drawing, making models and collages, selecting their own resources and achieving individually chosen outcomes.. They enjoy recognising and exploring sounds as they sing and play instruments. They do not regularly express themselves freely in response to music. | |

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| Children's spiritual, moral, social, and cultural development is fostered appropriately. |
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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 more opportunities for children to develop their awareness of technology and to express themselves freely in response to music.

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.