



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402130

DfES Number: 520897

INSPECTION DETAILS

Inspection Date 20/01/2005
Inspector Name Lynn Amelia Hartigan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Great Tey Pre-School
Setting Address The Village Hall
Chappel Road, Great Tey
Colchester
Essex
CO6

REGISTERED PROVIDER DETAILS

Name The Committee of Great Tey Pre-School Committee

ORGANISATION DETAILS

Name Great Tey Pre-School Committee
Address Village Hall,
Chappel Road
Great Tey
Colchester

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

Great Tey pre school opened in 1972. The pre school is situated in the village hall in the semi rural village of Great Tey. The pre school serves the local area, surrounding villages and towns.

There are currently twenty seven children on roll aged from two years six months to five years. This includes fourteen funded three year olds and three funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The pre school opens five days a week during school term time. Sessions are from 09:15 until 12:15.

Six part time staff work with the children. Four staff members have early years qualifications to NVQ level two or three. One staff member is currently working toward a level three qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Great Tey pre school provides good care for children.

There is an enthusiastic, organised staff team with relevant childcare qualifications, providing a secure and reassuring environment. However the supervisor must achieve a level three qualification. The pre school is well maintained. The environment is bright, clean and very welcoming to both parents and children.

All procedures and arrangements are in place to ensure children's safety. Children's dietary requirements are recognised and met within carefully planned snacks.

There are a wide range of activities available to the children. Children have access to a good range of toy's and equipment that positively reflect diversity and meet their

individual needs. Children are interested in their play supported by adults who are intuitive of their individual needs and provide them with praise and encouragement. There is a sensitive and consistent approach to managing unacceptable behaviour.

Good relationships are established with the parents. Parents have full access to information about the setting and are kept informed about their individual children through daily contact with staff and access to their records. A complaints policy is available to the parents however this must be reviewed and updated.

Staff demonstrated a good awareness of their responsibilities and the groups procedures should they have concerns regarding a child's well being.

What has improved since the last inspection?

At the last inspection it was agreed that the supervisor achieve a level three qualification. The supervisor has made enquiries as how to best achieve this, however currently still does not hold a level three qualification.

It was agreed that a policy regarding a procedure for sick children was available. This is now in place. It was also agreed that bleach blocks used in the urinals and toilets were inaccessible to the children. The group no longer use the gentlemen's toilets and bleach blocks within the ladies toilets are no longer used.

What is being done well?

- Organisation of the pre school is very good. Children experience a good range of activities and learning opportunities within a well resourced, welcoming environment.
- Staff have a sensitive, appropriate and consistent management of behaviour. They are good role models for the children.
- Partnership with parents is clearly valued. There are regular opportunities for parents to discuss their children's progress. Staff are committed in providing opportunities for communication.

What needs to be improved?

- arrangements to ensure the supervisor achieves a level 3 qualification
- review and update the complaints policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
1	provide an action plan detailing how the person in charge will achieve a level 3 qualification appropriate to the post.
12	review and update the complaints policy

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

How effective is the nursery education?

The provision for nursery education at Great Tey pre school is of good quality. It enables the children to make very good progress in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff have a comprehensive knowledge of the Foundation Stage and stepping stones. Children are eager and motivated to learn. The daily programme is organised to cover all areas of learning and enables the children to participate in a variety of activities indoors. This together with the staff's skills in behaviour management, leads children to behave very well and enjoy working in part of a group or independently. Good use of resources have a positive effect on the quality of the provision and the children's learning.

Plans do not detail the use of the outdoor area. Effective use of the groups accommodation i.e. the outdoor play area, would develop further the children's learning in all areas.

Leadership and management are generally good. The supervisor and her deputy are committed and are forward thinking. All staff demonstrated their dedication in creating a happy, secure learning environment. They can work independently and are aware of their roles and responsibilities. Planned training for the future will maintain and develop further the quality care and education already offered.

Partnership with parents is generally good. Staff have informal discussions with parents each day and they are provided with good documentary information about all aspects of the setting. Opportunities are provided for parents to contribute to their child's learning, such as the book lending service.

What is being done well?

- Staff demonstrate a good understanding of how children learn and provide a stimulating learning environment in which children can thrive and make good progress. Plans do not however detail the use of the outdoor area or visits within the local community and this should be developed.
- The nursery provides many opportunities for personal, social and emotional development, encouraging children to become confident, happy, eager learners.
- The nursery works well in partnership with parents and carers, involving them in their children's learning.
- Children's behaviour is very good in response to consistent management and high expectation of staff. Children are caring and considerate towards one another.

What needs to be improved?

- the use of outdoor play or visits. This may include planned group activities outside, or walks within the local community to fully support the children's learning in all areas throughout the year.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting have improved their resources with regard to information technology. A computer is now available and used frequently in small groups or one to one, to develop the children's learning. Staff have and continue to attend IT training. This has helped them become more confident in supporting the children in this area of learning.

Programmable toys, cameras, tape recorders are also now available.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are excited eager learners. They clearly enjoy the activities available to them and are able to concentrate on tasks for some time. They are developing friendships and are happy to work in both small and large groups. They show a sense of belonging and are confident to ask for help. The children operate effectively within their environment through their daily routines and are developing an awareness of themselves and others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen effectively at registration and respond to their names. They listen and follow simple instructions. Children are confident when speaking to others and respond with enthusiasm to stories. Some opportunities are available for children to link sounds and letters, read their names and write them. Writing tools in play areas encourage the children to see that writing is a useful skill.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count and use numbers in their everyday play. Calculation is introduced as children count at registration and in the play shop. Children can recognise some shapes such as circle, square and triangles, this is developed through activities such as matching and completing puzzles. Sand, water and cooking is used to explore the concept of weight, volume and mass.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A range of themes allow the children to investigate, explore and develop their understanding of the world around them. They are keen to learn how things work. They have access to a computer, together with a range of other technological equipment. Children observe changes in the weather and have some opportunities to explore nature. They are beginning to understand cultures from around the world and make good use of resources available to them.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence around the hall showing good co-ordination. They enjoy the opportunity to balance, run and climb, while doing so they display a good awareness of space. However the use of the outdoor play area is limited. Children use a variety of small equipment with competence and dexterity, showing control when handling utensils to manipulate dough. Children learn about healthy eating and managing their own personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to explore colour and texture through free play and adult guided activities daily. Children express their imagination through role play with a good range of dressing up and props. There are some opportunities to play musical instruments and listen to music. Children show great pleasure in singing and acting out their favourite songs.

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

- make effective use of what is available, using indoor and outdoor accommodation to support the children's learning in all areas.

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.