



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219931

DfES Number: 521859

INSPECTION DETAILS

Inspection Date 27/05/2004
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Braunston Pre-School
Setting Address Braunston Village Centre
The Green, Braunston
Daventry
Northamptonshire
NN11 7HW

REGISTERED PROVIDER DETAILS

Name Braunston Pre School 1032709

ORGANISATION DETAILS

Name Braunston Pre School
Address Braunston Village Centre
The Green, Braunston
Daventry
Northamptonshire
NN11 7HW

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

Braunston Pre-school opened in about 1975. It operates from the village hall in Braunston. The pre-school serves the local area.

There are currently 39 children on roll. This includes 16 funded three-year-olds and 17 funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs or children who speak English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 9:15 to 11:45 with the session on Thursdays extended to 12:45.

A total of seven staff work with the children. Three members of staff hold an early years qualification to NVQ level 2 or 3 and one member of staff is a qualified teacher. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Braunston Pre-school provides satisfactory care for children. The premises are safe, clean and welcoming. There is a comprehensive operational plan which explains how the pre-school is run and ensures staff are clear about their roles. Space, staff and resources are organised thoughtfully to meet children's needs. Most areas relating to staff training, records and policies are satisfactory.

Staff are very friendly and caring. They develop warm relationships with the children and are aware of their individual needs. There are clear routines to the sessions which help children feel secure and they behave well. Staff supervise the children carefully and are aware of potential hazards so that children are kept safe. They promote children's health by their good hygiene practices and nutritious snacks but fresh drinking water is not always readily available.

A wide range of worthwhile activities are planned which stimulate the children well and enable them to progress. Equipment and toys are of good quality and are used imaginatively to capture children's interest. They include opportunities for children to learn to appreciate and value diversity.

The pre-school develops good working relationships with parents. A range of useful information is available to parents about the pre-school and their children's progress. Parents are involved in the group by helping out at sessions and events.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to develop some records, policies and procedures. A record of visitors has been introduced, a risk assessment of the premises has been carried out and written parental consent has been obtained for emergency medical advice and treatment. Procedures for hand washing have been improved, the written statement for child protection has been developed and staff have attended training to extend their knowledge of child protection procedures. These practices ensure that children's well-being is further promoted and parents are more informed of how the pre-school operates.

Whilst public liability insurance cover has been confirmed following the last inspection, this remains an issue for the present inspection.

What is being done well?

- The organisation of space, staff and resources. Staff are deployed well to give children sufficient support during activities. Space and resources are used effectively so that children can move freely between activities, make choices and develop their ideas as they play.
- The management of children's behaviour. Staff consistently encourage children and set them clear guidelines. As a result, children learn what is expected of them and behave well.
- The system for the exchange of information with parents. A written diary is kept for all children and open sessions are held each year to inform parents about their children's care and progress.

What needs to be improved?

- the attendance record and induction training
- confirmation of public liability insurance cover
- the availability of fresh drinking water
- the written procedures for special needs and complaints.

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
2	Make sure that the registration system includes hours of attendance for children and staff and that all staff have induction training, which includes health and safety and child protection procedures, in their first week of employment.
8	Make sure fresh drinking water is available to children at all times.
10	Develop the written statement on special needs so that it is consistent with current legislation and guidance and includes both special educational needs and disabilities.
12	Develop the written complaints procedure so that it includes the address and telephone number of the regulator.

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

How effective is the nursery education?

Braunston Pre-School provides good quality nursery education which enables children to make generally good progress towards the early learning goals and very good progress in some areas.

The quality of teaching is generally good with some very good aspects. Most staff have a secure understanding of the early learning goals and how young children learn. Planning is clear and linked to the six areas of learning but activities are not always fully evaluated. Staff develop warm relationships with the children. They provide an exciting and well organised programme of activities which captures children's interest well. However, older and more able children are not always challenged to further develop their mathematical and physical skills. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language. Staff explain things clearly. They make very good use of questioning to develop children's thinking skills and help them move on in their learning. Staff consistently encourage children and manage their behaviour successfully. They assess children's learning against the stepping stones but do not always use this information to plan the next stage in learning for all children.

The relationship with parents and carers is generally good. A range of good quality information is available to parents so that they are aware of the Foundation Stage and how the pre-school operates. Parents are informed about their children's progress through open sessions, written diaries and informal discussion. Parents help out at sessions and attend events. They are given suggestions of how to support their children's learning at home.

Leadership and management of the pre-school is generally good. Effective management systems are generally in place and the committee have developed supportive links with the pre-school. Staff are very committed and work well together as a successful and strong team.

What is being done well?

- Children develop good relationships with adults and peers. Children co-operate well and are sensitive to the needs of others. They work as a group taking turns and sharing, such as during role play activities and when using wheeled toys.
- Opportunities for children to develop their early reading and early writing skills. Children regularly link sounds to letters during practical activities. They share fiction and factual books and recognise names from cards. Children successfully use their emerging writing skills. Older children hold a pencil effectively, form recognisable letters and numbers and write their names.

- Opportunities for children to learn the importance of keeping healthy and active. Children learn about healthy eating and the importance of fruit in their diet. They develop an awareness of the effect of exercise on their bodies.
- The teaching methods used to extend children's learning. Staff make very good use of carefully framed questions to develop children's thinking skills and enable them to reflect and consolidate what was learnt previously. They support children with effective interaction so that children make connections and move forward in their learning.

What needs to be improved?

- opportunities for older and more able children to consolidate their mathematical skills and knowledge by solving simple problems
- opportunities to provide further challenge for older and more able children during physical activities and to enable them to further develop their gross motor skills
- opportunities for children to experience different types and styles of music
- planning, by further using observations and assessments to plan the next stage in learning for all children.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the key issue raised at the last inspection. The system for assessment of children's progress towards the early learning goals has been developed by linking observations to the stepping stones. This information is used to plan the next stage in learning for some children, for example, less and more able children, but is not always used to plan for all children's individual needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, excited and motivated to learn. They confidently take part in activities in small and large groups. Children form good relationships with adults and peers and four-year-old children work successfully as part of a group, taking turns and sharing. Children behave well. Children are developing their independence but do not always learn to operate independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They listen attentively at group time, respond to questions and recall past events. Older children use language well to create imaginary situations in their play. Children successfully name and sound letters of the alphabet. They regularly share books. Children recognise their names from cards and some, the names of other children. Children write recognisable letters and numbers and older children name their work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Three-year-old children count and recognise numbers to ten, with four-year-old children beyond. Children discover the properties of shape with a range of construction materials. They regularly use words to describe position, size and weight and measure with charts and graphs. They explore capacity with sand and water play and investigate patterns. Children compare groups of objects but older and more able children do not sufficiently use their mathematical skills to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a variety of interesting objects and materials using all their senses. They investigate camouflage, the skeleton, and how ingredients change when cooking. They learn about growth by planting bulbs and observing development in babies. Children use computer programmes to support their learning. They begin to differentiate between past and present events in their lives. Children investigate features in their local environment and gain an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently. They experiment with different ways of movement, respond to music and play ring games. They show an awareness of their own and other's space during activities. Children learn the importance of keeping healthy. They successfully use a range of small and large equipment, and manipulate tools and small objects with increasing control. However, older and more able children are insufficiently challenged to enable them to further develop their physical skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their creativity using a variety of materials and textures. They work on different scales and in two and three dimensions. They experiment with mixing colours. Children make connections in their learning through role play situations and play co-operatively as part of a group to act out a story. Children sing a repertoire of songs and action rhymes. They explore the sounds made by musical instruments but opportunities for children to experience other types of music are limited.

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

- further develop the planning so that observations and assessments are used to plan the next stage in learning for all children
- increase the range of opportunities for older and more able children to further develop their gross motor skills and use their mathematical skills and knowledge to solve simple problems.

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.