



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 140865

INSPECTION DETAILS

Inspection Date	10/02/2004
Inspector Name	Jane Plested

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bledlow Pre-School
Setting Address	Bledlow Village Hall Bledlow Aylesbury Buckinghamshire HP27 9QF

REGISTERED PROVIDER DETAILS

Name	The Committee of Bledlow Pre-School
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ORGANISATION DETAILS

Name	Bledlow Pre-School
Address	13 Williams Way Longwick Princes Risborough Buckinghamshire HP27 9RP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Bledlow Pre-School has been open for over 30 years. It operates from the Village Hall in Bledlow. The premises comprise the main hall, a side room, entrance hall, kitchen and storeroom. There is an enclosed outside play area that links to the village adventure play area.

There are currently 32 children on the roll. This includes 12 funded 3-year-olds and 13 funded 4-year-olds. The setting currently is not supporting any children who speak English as an additional language or who have designated special needs.

The pre-school opens five days a week during school term time. It is open from 09:30 until 12:00 every day and on Tuesdays the pre-school remains open for an extra hour until 13:00. The children attend for a variety of sessions.

There are seven staff who work with the children. The leader and two other staff members hold early years qualifications to level three and another two hold a level two qualification. One member of staff is working towards a relevant early years qualification at level two.

The nursery is a member of the Pre-School Learning Alliance (PSLA). The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bledlow Pre-School Nursery provides good quality care for children. Staff value and attend training to develop their knowledge and skills. Roles are well defined and ensure the staff are able to support the children's play and learning and to assist in their care. The operational plan and the policies and procedures provide staff with clear direction. The child protection policy is insufficiently detailed. The premises are welcoming, well laid out and there are good displays. Children have plenty of choice in their play and learning.

Staff have an understanding of safety issues; the majority of hazards have been identified. High priority is given to hygiene and the pre-school is effective in promoting the children's good health. Drinks are freely available and staff have a clear understanding of how to promote a healthy diet. Staff are confident in their role in the protection of children.

The pre-school provides an exciting range of activities and play materials for the children. Language and literacy is given a high priority in the setting. Themes are used effectively to develop children's early learning. Staff promote good behaviour amongst the children. The pre-school offers a range of opportunities that help children learn about and understand diversity. Staff know the children well and observations and records are used appropriately in supporting children's care and to access support services.

The setting has some effective systems for developing good partnerships with parents. The pre-school provides helpful information for parents via a number of sources. Parents also have access to all the setting's policies and procedures and are invited to participate in the setting, but they are not always clear on how to raise concerns with Ofsted. Parents value the staff highly.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school exceeds the minimum standards for numbers of qualified staff. Priority is given to staff development and training. Staff roles are well defined; staff work well together and the daily routine is known. The setting's comprehensive policies and procedures make sure the staff have a consistent approach to their work.
- Staff ensure that parents and children are greeted on arrival and feel welcome. There are displays that support children's learning, of children's work and of positive images. The pre-school is well set out and the ample toys and resources are easily accessible to children. The setting makes regular use of the outside area including the adjoining purpose built adventure play area.
- The book corner is successfully made into a welcoming area. There are cushions and chairs for children to sit on. The good quality books are well displayed and support the themes being addressed. The books provide ample positive images of differences for the children.
- Staff ensure that the setting is clean for children. The tables are clean for meals. Staff encourage and support children to practice good personal hygiene, for example washing their hands after toileting. Staff minimise the spread on infection by helping children to wipe their noses.
- Staff interact well with children and encourage the children to achieve. Children respond well to the clear guidance and praise given by staff. They eagerly take part in all the activities and are given ample opportunities to take responsibility. Staff raise any concerns about changes in behaviour with parents appropriately.
- The setting has effective systems for partnerships with parents. They have access to all the policies and procedures, newsletters detail events and a

notice board and table provide good information for parents. Parents are welcome in the group, as helpers and on the management committee. Together parents and staff create a cohesive setting working to provide good care for children.

An aspect of outstanding practice:

The staff provide excellent opportunities to support children's learning about their sense of smell. Children are encouraged to talk about their favourite smell and remember others. Activities give children opportunities to make a scented teddy bear, during which they may select from a variety of pleasant oils such as lavender and lemon. At another activity children investigate a range of different pungent smells such as Olbas Oil, mixed spice and vinegar and consider the effects onion has on them. Staff also encourage children to consider what it is like having no sense of smell, for example when having a cold. (Standard 3)

What needs to be improved?

- children's safety, so that potentially poisonous plants do not pose a danger to children and the procedure for the collection of a child by a stranger has further safe guards
- information and procedures, so that parents are made more aware of how they may contact Ofsted and the child protection policy is revised to provide further detail on the procedure to be followed in the event of an allegation being made against a member of staff or a volunteer working in the pre-school.

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
6	Make sure that potentially poisonous plants do not pose a danger to children and further develop the procedures for the collection of children.

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.