



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133488

DfES Number: 521033

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Jan Leo

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Enstone Pre-School
Setting Address Oxford Road
Enstone
Chipping Norton
Oxfordshire
OX7 4LP

REGISTERED PROVIDER DETAILS

Name The Committee of Enstone Pre-School 102774

ORGANISATION DETAILS

Name Enstone Pre-School
Address Oxford Road
Enstone
Chipping Norton
Oxfordshire
OX7 4LP

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

Enstone Pre-School registered in 1967 and moved to its present site in 1997. It is a committee run group, which provides care and education for children who live in the village and surrounding area. The group operates from its own purpose built unit within the grounds of the primary school in the rural village of Enstone, approximately 15 miles north west of Oxford.

The pre-school is open from 09.00 to 11.30 Monday to Friday with an afternoon session for the younger children from 12.30 to 15.00 on Thursdays. A lunch club is held on Mondays, Wednesdays and Fridays from 11.30 until 12.50. It is a term time only group.

The group is registered to accept up to 16 children from 2 to under 5 years at any one time and there are currently 32 children on the register. Nineteen of these children are in receipt of nursery education funding. None of the children have special educational needs or speak English as an additional language.

There are five members of staff working with the children on a rota basis. Two are fully qualified in childcare and two are currently undertaking a nationally recognised qualification in early years.

How good is the Day Care?

Enstone Pre-School provides good quality care for children. Staff are well organised and have thorough recruitment and induction procedures in place to ensure good team work and efficient operation of the provision in practice. However, they do not make full use of documentation to formalise procedures. Staff update their training as necessary and have effective systems to deputise. They provide a bright and welcoming environment, which is used to provide space for a wide range of activities to run alongside each other. Children have easy access to a huge selection of stimulating resources, and make good use of everything on offer.

Staff have introduced well thought out health and safety procedures to keep children safe and identify hazards. Staff carry out risk assessments regularly but these are not used to track and monitor progress on addressing hazards. Staff use formal systems for recording health matters and act in children's best interest if they become unwell. Children are learning about healthy eating and have nutritious snacks provided at regular intervals. Staff have completed child protection training but the policy is incomplete.

Children know where resources live and staff encourage them to access equipment freely. Staff interact with children exceptionally well to help them settle and feel valued. Staff support all children to enable them to participate fully in the activities at a level to suit their needs, and they work with parents and health professionals to devise development strategies for children with special needs. Staff are consistent in their approach to behaviour management and act as good role models to promote good behaviour.

The staff form good partnerships with parents and carers, each valuing the others contribution to children's development. Staff share information frequently, welcome helpers at the group and suggest ways to continue themes and interests at home. Parents and carers feel welcome.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff make children welcome and they are settled. The staff interact skilfully with children to put them at ease and help them feel valued. They empower children to take control of their play and access resources freely to become independent.
- Staff work well as a team. They willingly attend training to continue to build on the knowledge and experience they already have. They follow the policies and procedures to provide consistency for the children, and support each other fully to create a friendly environment where everyone has fun.
- Staff use space effectively to create a bright and cheerful environment where children want to play. Equipment is well labelled and stored at low level, full use is made of the outdoor area, children's work is valued and displayed attractively, and there is ample space for both planned and child initiated play.
- Staff are proactive in ensuring all children are included. They support children well to enable them to try everything on offer and plan activities at different levels to suit individuals. Parents and carers of children with special needs are consulted over development strategies to ensure consistency with home life, and outside health professionals are consulted for advice.
- Behaviour management is consistent and staff use appropriate strategies to help children learn what is expected of them. Staff act as good role models,

enthusiastically join in with play to help children feel valued, and make the day interesting. Staff give children choices, they are kept productively occupied and know the boundaries. They behave well.

- Staff use snack time well to help children learn about staying healthy and develop social skills. They are given a choice of nutritious food and drinks, are encouraged to try new flavours, and they learn to serve themselves. Children take turns and share, sometimes negotiating to resolve the problem, for example, when treats are brought in but there are not enough chocolate biscuits to go around.

What needs to be improved?

- the lost children's policy, to include what to do if a child becomes lost on an outing
- the use of action plans, to track progress on addressing hazards
- the child protection procedure, to include what to do in the event of allegations against the staff
- staffs awareness of how to locate documentation and information held by the group.

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
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6	Make better use of the action plans to track progress on addressing hazards.
14	Ensure that all records relating to day care activities contain the necessary information and can be easily located by staff.

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

How effective is the nursery education?

Enstone Pre-School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. The provision for mathematical development is particularly good and staff reinforce number work at every opportunity.

The quality of teaching is very good. The staff link all learning across the curriculum and constantly seize opportunities to expand knowledge through meaningful activities. Staff provide a well planned and delivered programme to offer children a wide variety of choices and experiences on a daily basis, and make excellent use of resources to capture children's interest and enthusiasm. Staff prepare thoroughly to set activities at an appropriate level, make learning intentions clear, and details how staff and helpers can support and extend the children. They join in with play to ensure children have fun.

The leadership and management are very good. The committee and staff exchange ideas and review practice effectively but this procedure has not been formalised. Staff work well as a team and undertake training to continue their personal development. The committee encourages continued learning to keep standards high.

The partnership with parents and carers is very good. Staff give parents and carer's comprehensive information about the group and the curriculum, and keep them up to date with their children's progress. Parents and carers regularly share information with staff in a number of ways and receive ideas of how to continue learning at home. Parents and carers are welcome and valuable helpers on a regular basis.

What is being done well?

- The quality of teaching is exceptionally good. Staff tirelessly expand and develop children's interests taking advantage of all unexpected learning opportunities. They join in enthusiastically to make activities interesting and ensure all learning is relevant.
- Children's understanding of numbers and mathematical concepts is strong. Children count at every opportunity and freely use numbers in their games. They practice addition and subtraction on a daily basis to determine how many cups they need at snack time, and ponder over shape, size and position to solve the problem of how to attach a trailer or hang up an umbrella.
- Staff foster children's enthusiasm for learning very effectively. Staff give children choices, encouragement and opportunities, they are treated with respect, and are valued. They are sociable, eager to participate, confident and independent.

- Planning for all children is varied, interesting, and effective. Staff tailor activities to individual ability and interests, and aims and learning objectives are made clear.
- Staff give children complete freedom over creativity. Some determinedly stick eight fish on their picture of 'five little fish went swimming', and hurriedly close the fish and chip shop, when staff want serving, saying 'you're too late, we're closed.' They use simple, but effective, fish and chips made from cardboard to feed customers, and copy the idea to cut out their own resources.
- The outdoor area is freely available to children and well used to develop all areas of learning. Children skilfully build walls with real bricks, steer tractors and trailers, make their own music, and study the speed ducks swim down drainpipes into the paddling pool.
- The partnership with parents and carers is valued highly. Staff keep parents and carers well informed of their children's progress and given ideas to extend learning at home. Staff give helpers advice on their duties and how to support the children.

What needs to be improved?

- the display of books in the book corner to enable children to see what is available
- the regularity of staff supervision and monitoring the effectiveness of the provision.

What has improved since the last inspection?

Very good progress has been made since the last inspection. No significant weaknesses were identified at the last inspection but the group was asked to continue to develop the high quality of care and education provided. They have continued to do so and the children are making very good progress in all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are sociable, enthusiastic and eagerly participate in the activities. They play well with different groups of friends and are happy to take turns and share. Children use good manners, show consideration to others and understand how they are expected to behave. They are becoming increasingly independent, choosing what to do, selecting resources and organising their own games. They listen to others with interest and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate freely and confidently with adults and their peers. They practice thinking and reasoning constantly, due to the excellent questioning by staff, children's answers are considered and frequently correct. They link sounds and letters through enjoyable, meaningful activities and have fun guessing the initial sound of show and tell items. Children practice mark making in both planned and free play activities and some form recognisable letters. Books are not well displayed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Numbers and mathematical concepts are threaded through the whole curriculum to develop children's understanding. Children count regularly as a group and some count beyond 10 alone. Children use numbers correctly in their free play and develop a good understanding of addition and subtraction. They practice number operations on a daily basis, and solve practical problems thoughtfully, with no adult help, using their knowledge of shape space and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show interest in everything around them and learn about the wider world through interesting and varied topic work. Some confidently find resources themselves to build models to their own designs. All have regular opportunities to use the computer and a range of programs linked to the curriculum and their interests. Most have good mouse control and become confident to try without help. All talk freely about their experiences and understand about time and place.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have free access to outdoors and make good use of the space to develop the entire curriculum. They move safely, negotiating space well to avoid collisions, and use space effectively to develop their games. Children are learning about their bodily needs and changes, at every opportunity and staff promote healthy eating. Children use a wide range of tools and equipment with confidence and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have lots of opportunities to explore a range of media freely inspiring their creativity. Much of their learning is through free play and they act out experiences to serve in the chip shop, and build walls. Children express their feelings clearly and respond to others appropriately. They enthusiastically join in singing and some sing tunefully alone, performing with confidence before the group.

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:
- the display of books in the book corner to enable children to see what is available
- the regularity of staff supervision and monitoring the effectiveness of the provision.

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.