



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148669

DfES Number: 523095

INSPECTION DETAILS

Inspection Date	22/05/2003
Inspector Name	Elizabeth, Claire Price

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pendennis Pre-School
Setting Address	Hatch Ride Crowthorne Berkshire RG45 6LP

REGISTERED PROVIDER DETAILS

Name	Mrs Theresa Hazel
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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

Pendennis Pre-School opened in the 1960's. It operates from rooms in the grounds of Hatch Ride Primary School on the outskirts of Crowthorne a small village in Berkshire. The majority of children come from Crowthorne or the surrounding villages and some from Bracknell which is nearby. Children also have use of some of the facilities within the school grounds.

There are currently 20 children on roll aged from two to five years. This includes nine funded

three year olds and five funded four year olds. Children attend for a variety of sessions. There are two children attending who have special educational needs and no children with English as an additional language.

The group operates on weekdays during school terms and is open from 9.15 a.m. to 12.15 p.m.

Three part-time members of staff are employed to work with the children. Two staff are currently attending training ,one at level three and one at level two. The Pre-School is privately owned and has strong links with the Pre-School Learning Alliance, Hatch Ride primary school and the early years adviser from Wokingham local authority.

How good is the Day Care?

Pendennis Pre-school provides good quality care for children. Staff are well organised and interact warmly with the children. They provide a high level of attention to the children during the session involving themselves in the play. The pre-school enjoys the use of premises in school grounds and is able to use the extensive grounds and facilities of the school. Staff have an informal induction process and are encouraged to attend regular training courses

Staff give high priority to children's safety both indoors and outside and consistently

carry out procedures to ensure children's health and safety. They encourage children to be aware of personal hygiene and develop independence in their personal care. Parents and children's preferences are observed and healthy snacks and drinks are offered during the session. Children with additional needs are supported by the staff team and all children are treated with equal concern.

The staff organise and plan a good range of interesting and stimulating activities and allow children free choice of a wide range of resources. Key worker staff undertake observations of children's play and learning although they do not record them to plan for children's progress and development. Staff provide good role models for children and are consistent and caring, using praise and encouragement appropriately. Children are well behaved and secure in their environment.

Parents are welcomed in the group and encouraged to discuss their child's progress with staff. Written developmental reports are not provided. Parents are able to view policies and procedures at registration although they do not receive an individual copy. Parents receive an informative prospectus and regular newsletters on themes and events.

What has improved since the last inspection?

The last inspection was the transitional inspection and no Actions were made.

What is being done well?

- The staff provide a wide range of interesting and stimulating activities through effective planning and good use of the variety of resources available. Children are able to self select the resources they wish to use during the session. This has been enabled by changes to the set up of the group and staff evaluation of the setting.
- Children develop confidence and independence in their surroundings. Their development of personal care and hygiene is encouraged and enabled by the staff.
- Children relate well to staff and each other, co-operate and are well behaved. The staff are consistent, caring and provide good role models which encourage the children in their own relationships.
- Staff have good communication and friendly relationships with parents and are available if parents wish to talk to them at the end of the session.

What needs to be improved?

- registration arrangements to indicate the presence of visitors to the group;
- the process of staff induction which is conducted informally at present;
- information supplied to parents on all policies and procedures;
- the system to ensure regular updates are made to children's contact numbers

and details.

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
2	develop a method of recording the staff induction process
2	ensure the registration procedure indicates the presence of visitors to the group
14	ensure information held on children's details is up to date and accurate

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

How effective is the nursery education?

Pendennis Pre-school Crowthorne offers good quality nursery education. Children are enthusiastic, well behaved and enjoy learning through a wide variety of activities. They make generally good progress towards the early learning goals in three of the six areas of learning and very good progress in personal, social and emotional, creative and knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a secure knowledge of the stepping stones, shown by the activities planned and observed, curriculum plans and through discussions with staff. The key strengths in the three areas of very good progress are developed by the commitment of staff, effective planning and the high level of interaction with the children. Observations of children's progress are made although they are not recorded for future use as a tool for planning for the individual child or for feedback to the parents. Evaluation of activities is recorded on a weekly basis and is discussed at team meetings. Children with special educational needs receive a high level of support from all staff.

Leadership and management are generally good. The owner/supervisor shows a commitment to the ongoing development and improvement of the educational provision. The staff team are open to advice and suggestions and make changes and alterations to the routine and planning to the benefit of the children.

Partnerships with parents are generally good. Parents receive good levels of information about the pre-school through a prospectus, regular newsletters and the parents' notice board. Written reports of children's development and progress are not provided although parents receive regular verbal feedback about their child and have good relationships with staff.

What is being done well?

- Children are interested, enthusiastic and confident to try new activities.
- Children are able to recognise name cards and begin to understand that print carries meaning. There are opportunities for children to use emergent writing in every day situations.
- The staff team give support and commitment to the quality of educational provision. They are open to new ideas and prepared to make changes to improve.
- Good relationships between staff and parents develop through the friendly approach from staff, parental involvement in the group when helping and regular feedback from staff.

What needs to be improved?

- recording of observations and areas for development for each child to plan for their individual progress;
- the use of opportunities available to promote the use of number and simple calculation in everyday situations;
- the information provided to parents on areas for development and the policies and procedures of the group.

What has improved since the last inspection?

The setting has made good progress since the last inspection.

Evaluation of planning and activities is now recorded and discussed at team meetings.

Topic themes now extend over a half term and are then linked to the next theme.

Recording and planning for children's progress and development has not been implemented as yet. Although some observations are noted in an individual book for each child, a written record of children's developmental progress and needs is not made.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and confident to try new activities. They show good concentration skills and express their ideas confidently to each other and adults. The children co-operate well with staff and each other and help to tidy at changes of activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are mostly confident speakers and engage easily in conversations with each other and adults. They explore new vocabulary, listen well and respond to new and favourite stories, recognise their names from cards and practise emergent writing in everyday situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to use numbers in a variety of activities and show that they are beginning to understand shape, size and space through practical activities. Some are confident in comparing groups of numbers and sorting for example the eggs in the restaurant . They were working out if they had enough for each customer. There are more opportunities for simple counting that are not taken up , for example snack time with cups, plates and children

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn from first hand experiences which encourage them to use their senses. Children are confident in designing and making skills. They use a range of recycled materials, construction and media to create detailed models. They talk confidently about events in their personal lives and have regular use of technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can access a range of tools and activities to enhance their physical development. They are developing skills in balancing, ball skills, hopping and skipping and are eager to join in. Children are capable and independent when undertaking routine activities, when dressing themselves for example putting on coats and show a good awareness of basic hygiene, healthy diets and personal care

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a wide range of resources and activities which enable them to explore and develop their creative skills. They respond well to opportunities offered to express their ideas through role play , music and singing. They work enthusiastically with a wide range of different media available for example paint, playdough, collage materials, fresh fruit for a salad, water and sand.	
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

- devise and implement a system for recording children's progress and development;
- ensure opportunities for children to use number are utilised in everyday situations;
- provide all parents with information on areas for progress and development for their children.

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.