



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 155339

DfES Number: 549047

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Felicity Gaff

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Donkey Field Pre-School
Setting Address C/o Burleigh Infants School
Hophurst Drive, Crawley Down
Crawley
West Sussex
RH10 4XA

REGISTERED PROVIDER DETAILS

Name The Committee of The Donkeyfield Pre-School 1035097

ORGANISATION DETAILS

Name The Donkeyfield Pre-School
Address C/o Burleigh Infants School
Hophurst Drive, Crawley Down
Crawley
West Sussex
RH10 4XA

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

The Donkey Field Preschool opened in 2001. It is a committee run playgroup held in a demountable classroom in the grounds of a primary school in Crawley Down. It has a fully enclosed area for outdoor play. The playgroup serves families from the local residential area, the majority of whom will attend the infant school. The playgroup provides sessional care for 24 children aged between two and five years on Mondays to Fridays during term times. There are 59 children on roll including 12 four-year-olds, all of whom are funded, and 35 three-year-olds, of whom 28 are funded. Four funded children speak English as an additional language and ten have Special Educational Needs. There are eight members of staff, of whom four are qualified. All other staff are in training or waiting for a suitable course. The preschool receives regular support from a teacher advisor from the Early Years Development and Childcare Partnership. All staff attend First Aid and Child Protection Training, they also undertake further professional training to enhance their knowledge and awareness.

How good is the Day Care?

The Donkey Field Pre-School provides good care for children. There are effective procedures in place for appointing suitable staff and the staff work well together as a team. They provide a bright, stimulating environment, which is well-maintained and is welcoming to both parents and children. They provide and use a wide range of resources to provide rich learning opportunities. Most required documentation is in place. Staff use the outdoor area well for most of the year. However, available play space is not always used effectively.

Staff have a satisfactory understanding of and generally good procedures for keeping children safe. They ensure children's medical and dietary requirements are fully understood and met. They work closely with children and their families to meet specific needs.

Staff work closely with the children. They value and celebrate individual differences and accommodate children's personal preferences. They encourage children to take

pride in their achievements. They liaise very well with parents and other professionals to meet any special needs. Staff treat children with courtesy and respect and the children reflect this in their behaviour. Planned activities are not always suitably adapted for children of different ages and abilities. The organisation of story and snack time does not yet fully promote children's social development.

Staff create very good partnership with parents. Parents are encouraged to share what they know about their children and to be actively involve with their learning. They are kept well informed about their progress. Parents are very happy with the quality of the care their children receive.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure that parents give prior written permission to administer medication; to provide evidence that adults in the provision were suitable; and to ensure parents were informed how to contact the regulator. The authorisation form used by West Sussex schools ensures details of medication required are recorded accurately; a record of checks done is maintained, overseen by the primary school to ensure staff and other adults are suitable; and the complaints procedure now ensures parents know how to contact the regulator.

What is being done well?

- Staff provide good play and learning opportunities for children. They spend most of their time talking and playing with the children; they listen to them and create an atmosphere of shared enjoyment. They know the children well as individuals and are responsive to their preferences. They value children's work; children store their work in their own individual folders which are shared with their parents and taken home when they leave the setting.
- Staff work closely with parents and professionals to meet any Special Needs. Staff are familiar with 'Say and Sign' and use it with all children. They spend a lot of time with parents ensuring individual needs are fully understood. They undertake further training and professional support to enhance their knowledge and skills.
- Partnership with parents is very good. Staff provide clear, comprehensive details about the provision before children start. Parents and staff communicate daily with each other through individual Link books. The committee publish an informative newsletter twice a term. Parental involvement in supporting the group is very high.

What needs to be improved?

- the use of all available play space
- the adaptation of play opportunities, story and snack time to meet the needs of all children
- the arrangements for fire safety

- the child protection procedures should an allegation be made about a member of staff

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	Ensure all available play space is used effectively at all times
3	Ensure play opportunities, story and snack time are adapted to meet the developmental needs of all children
6	Improve the arrangements for fire safety by the positioning of the fire blanket and the organisation and recording of fire drills to cover all eventualities
13	Ensure child protection procedures include procedures for dealing with an allegation made against a member of staff

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

How effective is the nursery education?

The Donkey Field Pre-school offers generally good quality nursery education. Children make generally good progress towards the early learning goals in personal, social and emotional development, mathematical development, knowledge and understanding of the world, and creative development. However there are significant weaknesses in the provision for communication, language and literacy and in physical development.

The quality of teaching is generally good. Staff use a range of resources effectively to support children's learning. They offer good support to children with special educational needs and their families. They understand how children learn through play and work well together as a team. Plans do not always show clearly what children have achieved and what they need to do next, and some activities do not fully engage all children.

The leadership and management of the pre-school is very good. The committee has good systems for ensuring staff are suitable and have the necessary skills to do their jobs. It provides strong practical support and delegates the day to day running to the supervisor. A good working relationship exists with the host primary school. The newly appointed supervisor works well with her staff and encourages them to undertake regular training to enhance their skills. Both the committee and the staff are committed to providing an excellent service to children and the local community.

Partnership with parents is very good. Parents receive an informative prospectus and regular newsletters. Good day-to-day contact is maintained through individual Link booklets. Parents are encouraged to contribute to children's records.

What is being done well?

- Staff provide good information for parents about the provision. A detailed prospectus is augmented by regular newsletters and a Link book used for the daily exchange of information between home and pre-school. Staff encourage parents to see themselves as equal partners in their children's learning.
- The outdoor area is used well for much of the year to provide a rich learning environment. Staff use available resources imaginatively to enhance children's learning across the curriculum.
- There are good systems in place to help staff record what children can do and understand which are linked closely to the stepping stones.

What needs to be improved?

- the use of assessments of what children know and can do, what they understand and what they need to do next to ensure plans cater for the needs of all children;
- the organisation of story and snack time to ensure all children are fully engaged

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are cooperative and enthusiastic. They take turns, negotiate during role play and approach adults and other children confidently. Staff plan a variety of opportunities for children to engage in creative role play. They encourage personal independence and children manage their own hygiene needs well. The children behave very well. The organisation of story and snack time does not always promote the optimum involvement of all children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Staff help children develop their language skills through talking about interesting activities and sharing their enthusiasms. Children enjoy a wide range of books individually as well as in groups. Staff miss opportunities to incorporate reading and writing activities into the routine provision for role play. Plans do not show how children make progress along the stepping stones towards reading and writing or how activities are adapted to cater for younger or more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use incidental and planned opportunities well to extend children's understanding of numbers and practical mathematics. They count regularly and learn to measure and compare length, weight and capacity through planned play activities. Plans do not show clearly how children learn to use numbers for calculating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The outdoor area is used effectively for most of the year to provide a broad learning environment. Children develop a sense of wonder as they experience and engage with the natural world. Staff provide a range of practical experiences to promote learning in most areas. Plans do not show how children are encouraged to modify activities to predict, explain and discover things for themselves. Plans for how children learn about technology are unclear.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Staff provide a good range of equipment for physical play for climbing, sliding and balancing particularly during the summer months. Plans do not show how children make progress or how children's needs for regular vigorous physical activity are met during the winter. Plans do not show clearly how activities are adapted to challenge older and more able children.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff plan and provide an interesting range of activities on both large and small scale for both individuals and groups. Some topics allow very good opportunities for children to respond in a variety of ways, for example through taste, smell, hearing and touch. Some activities are adult dominated and allow children too little scope to express their own ideas or to learn from their mistakes.

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

- improve the use of assessments of what children know and can do, what they understand and what they need to do next to ensure future plans help children to make progress;
- improve the organisation of story and snack time to ensure all children are fully engaged.

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.