



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223556

DfES Number: 521633

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Susan Irene Tyler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Longtown Pre-School
Setting Address Longtown Primary School
Longtown
Hereford
Herefordshire
HR2 OLE

REGISTERED PROVIDER DETAILS

Name The Committee of Longtown Pre School

ORGANISATION DETAILS

Name Longtown Pre School
Address Longtown Primary School
Longtown
Hereford
Herefordshire
HR2 OLE

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

Longtown Pre-School opened in the early 1980's. It operates from three rooms within a portacabin located within the grounds of Longtown Primary School. The pre-school serves the local area.

There are currently 14 children from 2 to 5 years on roll. This includes three nursery education grant funded three year olds and two funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens three days a week during school term times. Sessions are from 09:00 until 15:00.

Two full-time staff (supported by parents) work with the children. Both of the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Longtown Pre-School provides good care for children. Staff have worked hard to make the premises welcoming and attractive. Good adult to child ratios enable good supervision of the children. There are very good registration arrangements in place that accurately reflect who is present. All required records are in place. The group is well resourced and all equipment is in good condition.

There are good procedures in place to keep children safe. These include regular risk assessments, regular emergency evacuation drills and the reviewing of policies for child protection and children with special needs. Good hygiene routines are in place and children follow good hand washing procedures.

A good variety of activities encompassing all six areas of development are regularly available. Children happily select which activities they wish to take part in and happily take part in any new activities provided. Staff have high expectations of children's behaviour and are good role models. There is a policy for behaviour

management, but it does not include the procedures to follow in the event of any bullying.

Partnership with parents is good. There are strong relationships between the staff and parents in this small rural group. Staff liaise with parents on a daily basis and are appraised of their children's progress. Parents are kept informed via newsletters, daily chats and a notice board. There is a flexible, sensitive approach to the settling in of new children, with parents being welcome to stay with their children for as long as they wish.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- A very good registration system is in place that enables staff to accurately identify who is absent or present at any particular time.
- There are good relationships between staff and parents.
- There are sensitive settling arrangements for new children.
- Children are given the opportunity to take part in many varied activities. There are good adult to child ratio's and adults support children well in their play.
- The group is well resourced and all toys and equipment are safe and in good condition.
- Good procedures are in place to keep children safe.
- Staff have high expectations of good behaviour and are good role models.
- Staff have high regard for children's safety and are continuously finding ways to improve it.
- Staff have a positive attitude towards training and attend as much training as possible.

What needs to be improved?

- the operational plan
- the policy procedures for behaviour management.

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	Complete the operational plan.
11	Review the policy for behaviour management to ensure there are procedures to combat bullying.

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

How effective is the nursery education?

Longtown Pre-School provides generally good quality nursery education, which enables children to make generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, communication, language and literacy, physical development and creative development.

The quality of teaching is generally good. There is a good balance between free-play and structured activities with children being given sufficient time to play at their chosen activities. Space and resources are used effectively and children are well supported by staff throughout the session. Staff have a good understanding of the Foundation Stage. Plans and assessments relate directly to the stepping stones, but short-term plans would benefit from additional detail and assessments could be used more effectively to inform planning for individual children. Both members of staff access regular training and are qualified. Children make good progress in mathematical development and knowledge and understanding of the world, but would benefit from increased opportunities to practise the concept of 'more than/less than' and to explore a 'sense of time' during the daily programme.

The leadership and management of the setting is generally good. Both staff work well together along with help from parents. Everyone is clear about their roles and duties. The importance of training is recognised and both staff access training courses. They contribute new ideas to improve the provision and talk to each other daily about children's progress and evaluate the strengths and weaknesses of the provision. Staff appraisal is not yet in place.

The partnership with parents and carers is very good. Parents are provided with good quality written information and staff maintain a display area with up to date information. Parents find staff friendly, approachable and are welcome to discuss their child's progress at any time.

What is being done well?

- The provision for personal, social and emotional development is very good and given a high priority. Children are supported to become independent and develop their self esteem.
- The programme for communication, language and literacy is very good. Children recognise many letters of the alphabet and are making good progress in linking sounds and letters.
- Partnership with parents is a strength of this setting. Staff forge good relationships with parents and parents are very supportive of the group.
- There is a good balance between free-play and structured activities.

What needs to be improved?

- the use of assessments in planning
- the planning for less/more able children and clarification in plans of what children are intended to learn
- the opportunities for children to learn about the concept of time
- the opportunities for children to practise calculation regularly.

What has improved since the last inspection?

Generally good progress has been made in implementing the three key issues from the last inspection in order to:

- 1) further develop the planning and assessment systems to make them more manageable
- 2) develop the creative program to include more awareness of music and to provide opportunities for children to be more expressive and use their imaginations
- 3) increase children's awareness of the link between sounds and letters.

An action plan was devised and implemented. Improvements have been made in planning and assessment. Staff have recently started using planning and assessment formats that are more manageable. However, assessments are not used to their full potential to inform planning. Long-term and medium-term plans are good, but daily plans would benefit from more detail to make them more effective.

Good improvement has been made to the creative programme. Three and four year olds now have lots of opportunities for free-play and time to play imaginatively, including playing in the home corner and shop; making tea for friends, putting babies to sleep and paying for shopping at the till. They use their imaginations and express themselves throughout the session, for example; whilst painting, playing with cornsilk and dressing up. Children regularly take part in music activities that are varied and the group makes good use of visiting music specialists from the local Music Pool.

There has been good improvement in the teaching of linking sounds and letters. Children practise this skill on a daily basis during circle-time. Three and four year olds recognise many letters of the alphabet and their corresponding sounds.

These improvements made have had a positive impact on the children. Three and four year olds are starting to benefit from a curriculum that is better planned and are making very good progress in creative development and communication, language and literacy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good, they demonstrate self-control as they sit at the table and wait to leave the table after snack-time. Most children happily comply with requests from adults. They sit still and listen well for short periods and enjoy taking part in group activities during circle-time. Three and four year olds are beginning to form relationships, calling out 'hello' to friends as they arrive. Children are developing good independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children practise linking sounds and letters on a daily basis and recognise many letters of the alphabet. They talk in small and large groups with confidence and clearly enjoy conversing with each other and adults. All children happily engage in spontaneous conversation with adults and each other throughout the session. Three and four year old children demonstrate good concentration and listen well to stories. They are developing a love of books and hold books correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Three and four year olds say and use numbers 1 to 10 in familiar contexts, such as counting the number of boys/girls during circle time. They are beginning to recognise many numerals and practise this skill regularly. Children have fewer opportunities to learn about the concept of more than/less than on a regular basis. Three and four year olds demonstrate that they recognise and know the names of many colours and shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have access to a good variety of materials which they can construct and make models with on a regular basis. They are developing an awareness of belonging as they explore the local community and meet the local policeman, health visitor, nurse and fire officer. Children have fewer opportunities to learn about a sense of time. Children take part in activities that give them an insight into their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use the space around them with confidence and imagination and are aware of others whilst developing good control and co-ordination as they roll hoops and throw bean bags. Children use and have access to a wide range of small equipment and other materials that helps them to develop small movement, including the use of scissors and tools to dig compost. Children enjoy moving around to action songs and easily find sufficient space for themselves.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Three and four year olds explore colour, texture, shape and form on a regular basis and have access to a variety of materials to construct with. They enjoy playing musical instruments and singing. They are familiar with a large range of songs and rhymes. Children show great pleasure as they move in time to action songs. They have many opportunities to play imaginatively throughout the session and enjoy pretending to be shop keepers as they give change from the till.

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

- use information from assessment records to enhance planning and clarify planning for more/less able children
- develop the programme for knowledge and understanding of the world to include regular opportunities for children to learn about the concept of time
- within the programme for mathematical development, include regular opportunities for children to learn about the concept of more/less than.

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.