



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106109

DfES Number: 582334

INSPECTION DETAILS

Inspection Date	09/06/2004
Inspector Name	Christine Slaney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Denbury Pre-school Playgroup
Setting Address	The Village Hall West Street, Denbury, Newton Abbot Devon TQ12 6DP

REGISTERED PROVIDER DETAILS

Name	Denbury Playgroup 1025744
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ORGANISATION DETAILS

Name	Denbury Playgroup
Address	Denbury Playgroup The Village Hall, West Street, Denbury Newton Abbot Devon TQ12 6DP

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

Denbury Pre-school is run by a committee of parents. It is situated in the village hall in the small rural village of Denbury in Devon. Children have sole use of the area during sessions.

The pre school supports the Reggio Emilia philosophy which believes that children learn through play.

The pre- school is registered to provide 23 sessional care places for children aged between two years to under five years. It opens Monday, Tuesday Wednesday and Friday from 09.15 until 12.45 which includes a supervised lunch club for children who bring a packed lunch; and Thursdays from 12.15 until 15.15 during term-time.

At present there are 29 children on roll, including 17 funded three and four-year-olds. The pre-school serves the local area and some outlying districts which have a mixed economy. All of the children speak English as their first language. The pre-school supports children with identified special educational needs.

There are four regular members of staff who work with the children. Two staff have a relevant early years childcare and education qualifications. Two are presently working towards an early years qualification in childcare and are due to complete soon. The pre-school is developing links with the Early Years Advisory Teacher and also has very strong links with the local primary school.

How good is the Day Care?

Denbury Pre-school provides good care for children. Staff work very hard to make the children and parents feel welcome thus an effective environment for children to learn in is created. Children use space well for example in role-play. The organisation of care is good. Most staff have completed relevant training courses and there are comprehensive policies and procedures. There is also strong parental committee who support the pre-school very well. Staff are interested in children, they

listen and support them. Therefore children are developing a good sense of independence. They work well together in groups, and as a consequence behaviour is good. Planning is completed with the children and this results in a good range of activities and experiences, which enable children to make decisions about what they want to play with. Toys and equipment are age appropriate and provide challenges to develop personal, social, emotional, and intellectual development.

The pre-school takes appropriate steps to ensure children are safe. For example, staff diligently ensure children cannot leave the building. However visitors can access the hall before staff are alerted. Practical steps are taken to prevent the spread of infections and promote personal hygiene. There are good arrangements for the provision of drinks and snacks. Parents are actively encouraged to provide healthy snacks and this works well in practice; for example, most children's lunch boxes contained fresh fruit. There is a satisfactory understanding of special needs and child protection. Equal opportunities is fostered well.

The pre-school shares a useful welcome pack with parents at admission which provides all necessary policies and information about the setting. However, some parents are less clear about the complaints procedure. Time is used effectively at the end of the day to discuss the children's day and progress. This results in the pre-school enjoying good relationships with parents.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff work very hard to make the children and parents feel welcome. They pay particular attention to providing a homelike feel with the use of table lamps, colour and domestic objects like coloured glass beads and pebbles consequently children are keen to learn.
- The organisation of care is good. There are comprehensive policies and procedures in place which work in practice. For example, the introduction of the Reggio Emilia philosophy and the creation of a warm and welcoming learning environment.
- Planning is completed with the children. This results in a good range of activities and experiences which enable children to make decisions about what they want to play with. Toys and equipment are age appropriate and provide challenges to develop personal, social, emotional, and intellectual development.
- The setting provides information to parents about the importance of providing healthy snacks for packed lunches. As a result most children's lunch boxes contain fresh fruit. Registration forms record allergies clearly and snack time is seen as a social time with staff and children sharing information.

What needs to be improved?

- security of the front door.
- staff understanding of the procedures of the area child protection committee.

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 premises are secure and that unauthorised adults are unable to enter the main hall used by children
13	Develop staff knowledge and understanding of child protection issues

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

How effective is the nursery education?

Denbury Pre-school offers generally good quality nursery education. A committed staff team ensure that children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development and generally good progress in communication language and literacy and mathematics.

The quality of teaching is generally good. Staff have a good awareness of the Foundation Stage of learning and effectively create an attractively presented learning environment. Children are regularly involved in the planning, consequently children experience some very worthwhile activities. However, everyday routines and activities do not consistently provide opportunities for children access books in a meaningful way or use their mathematical awareness to solve simple problems. The setting has reviewed its understanding of children with special needs and is developing links with local supporting agencies. Staff have high expectations of children's behaviour and there is a good approach to assessment.

Leadership and management of the setting is generally good. Staff meet regularly to ensure a commitment to quality care and improvement. This results in good evaluation of sessions and good systems for monitoring and reviewing nursery practices, such as appraisals. However the philosophy of Reggio Emilia means that long term plans are not completed and therefore some aspects of the stepping stones do not receive enough attention.

The partnership with parents is very good. There are good systems for communicating with parents which work well in practice; for example, newsletters. Staff share day-to-day developments with parents who are provided with a helpful prospectus. The pre-school is also well-supported by parents who provide help for children to develop an understanding of different cultures.

What is being done well?

- Children have many opportunities to experience a variety of attractively presented activities. They are involved in the planning process, which helps maintain children's interest and this ensures children are making very good progress in personal social emotional development, knowledge and understanding, physical development and creative development.
- Staff have high expectations of children's behaviour. This results in children who are well-behaved, polite and take responsibility for their own actions. For example, they accept the introduction of a new rule like not putting sand on the new light box.
- Staff work well together as a team to create an effective learning

environment. Their use of resources is very imaginative. For example, domestic lighting is used to create a home like feel and domestic objects like pebbles and glass beads motivate children to explore and investigate safety and as a result children also show very good imaginative skills.

- Staff and parents enjoy very good relationships and there are good systems for communicating with parents. Parents are actively encouraged to share their skills and expertise and as a consequence there some very worthwhile activities for children.

What needs to be improved?

- the plans to ensure that all aspects of the six areas of learning receive sufficient coverage, particularly literacy and problem solving;
- use of everyday routines to help children to use and extend their skills in literacy and problem solving.

What has improved since the last inspection?

Taken overall generally good progress has been made since the last inspection. The setting has undergone many changes within the last 18 months including a new person in charge who has introduced and trained staff in the Reggio Emilia philosophy. Changes have also been made to address the key issues raised at the last inspection including planning, special educational needs and the range of technological resources.

There are now two planning systems. This is to enable the pre-school to continue to work within the early learning goals although not lose sight of the philosophy of the Reggio Emilio which they support effectively. The result is that children experience many valuable activities, although there are still some areas of the early learning goals which need further emphasis.

The person in charge has attended relevant training to support children with special educational needs she is familiar with the code of practice. However, presently there are no children who attend the setting with identified special educational needs.

The range of technological resources has increased. Children now use a variety of domestic equipment as well as computers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children spontaneously access the attractively displayed equipment and resources and are interested, excited and want to learn. They settle quickly on arrival and are very confident. They behave well, are familiar with everyday routines and play individually and in groups. They also make decisions about what they want to learn, for example bugs, and take responsibility for their own actions like not putting sand on light box when this is introduced as a new rule.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enthusiastically share their own feelings. They listen to stories well and enjoy writing for different purposes; for example, sending post cards. Letter sounds are introduced effectively and children recognise initial sounds of their own names. Children are developing an understanding that print carries meaning. However, they do not spontaneously access books in meaningful situations like role-play or to gain information.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children regularly count using the attractively presented resources; for example a rocket blasting off and consequently most count competently to 10 and some even count to 50. They enjoy number songs and rhymes and some are able to use appropriate language, for example, when comparing lengths of tubing. However, staff do not consistently make use of naturally arising opportunities to encourage children to solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are involved in planning themed-based activities which take account of children's interests. Consequently, they are confident to explore and investigate a variety of attractively presented resources including natural and made materials. They discuss the past experiences and are developing good skills at designing. They talk about themselves and their experiences and have opportunities to participate in interesting activities including cultural experiences.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move imaginatively and confidently, for example, dancing in the well resourced dance studio. Regular physical activities help them to develop fine motor skills; as a consequence children use a range of small and large equipment safely. They also handle tools and equipment, which include domestic equipment like egg whisks in their play. Some change the purpose and use with imaginative results, as when an egg whisk becomes an invisible stamp when pressed on hands.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore colour and texture. The excellent resources result in children who can confidently predict colour change before it happens; for example, making bubbles in water play and using a light box. They are imaginative in their use of resources to create pictures and models of their own design; for example, painting blue elephants. They also enjoy role-play and dressing up in a dancing studio, home corner and office area.	

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

- review plans to ensure that all aspects of the six areas of learning receive sufficient attention and that everyday routines and activities offer appropriate opportunities for children to use books and solve mathematical problems as they learn.

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.