



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 134449

DfES Number: 515103

### INSPECTION DETAILS

Inspection Date 10/11/2004  
Inspector Name Claire Elizabeth Johnson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Brize Norton Village Pre-School  
Setting Address Elderbank Hall  
Station Road, Brize Norton  
Carterton  
Oxfordshire  
OX18 3QA

### REGISTERED PROVIDER DETAILS

Name The Committee of Management Committee of Brize Norton  
Village 1028833

### ORGANISATION DETAILS

Name Management Committee of Brize Norton Village  
Address 21 Chestnut Close  
Brize Norton  
Carterton  
Oxfordshire  
OX18 3YN

## 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

Brize Norton village pre-school opened in 1994 and operates from a large modern village hall. The hall is located in a rural setting.

A maximum of 20 children aged between 3 and 5 years may attend at any one time. The pre-school is open each weekday except Wednesday from 09:00 to 12.00 during term time only. All children share access to a large adjoining playing field and play park. They also have their own allotment.

There are currently 21 children on roll. Of these, 16 children receive funding for nursery education. Children come from the village and surrounding areas. There are currently no children attending with special educational needs or who speak English as an additional language.

The pre-school employs three staff and an occasional parent helper. The manager holds an appropriate early years qualification and the second staff member is currently working towards a qualification.

### How good is the Day Care?

Brize Norton pre-school provides satisfactory care for children. Staff commit themselves to training and increasing their knowledge. The operational plan is an effective tool to plan for children's learning and to ensure staff know their roles. Good organisation of resources provides small intimate areas for play. Children are interested in activities and busy themselves in their play. Most documentation is in place but some needs updating and staff are not familiar with all procedures.

Good procedures are in place to keep children safe, particularly when leaving the premises. Risk assessments are up to date and appropriate actions are taken to address issues, however, not all safety checks are complete. Staff promote good hygiene practices with children but procedures relating to medication are not observed. Staff promote healthy eating with daily fruit snacks. Children contribute to

snack time when they harvest their produce from the allotment. Staff take account of children's individual developmental needs but promotion of cultural diversity is limited. Staff know their responsibilities relating to child protection.

Children play well together. They work as a team co-operatively tidying up following a request from staff. They support each other in their play and are eager to offer help to resolve problems. Staff promote kindness as their strategy for managing behaviour. They act as good role models and raise the self-esteem of older children as they use them as models of good behaviour. Staff work closely with parents relating to special needs.

Parents report staff to be friendly and approachable. Parents feel welcome in the group and know they can discuss their child's development by request. Involvement in the parent rota helps parents to develop a clear understanding of what their children are doing at pre-school. Parents are well informed about group policies and procedures. All policies are clearly on display.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Children play well together and work co-operatively. At tidy up time a group of children work out their roles to put away the balancing set. One child holds out his arms as others load him up. They cheerfully run around gathering more pieces calling out and giving advice to others. Once loaded, all the team work together to hold open the bag and to work out how to fit all the pieces in to the bag.
- Staff act as good role models for the children. They are very aware of children's behaviour at all times and take prompt steps to minimise any developing inappropriate behaviour. Staff give quiet reminders to children about expectations when the noise level starts to rise that children promptly respond to.
- Staff organise the hall well to provide small intimate areas for children's play. Large cushions and attractively displayed books make the book area a place to go and visit with a friend or a staff member. Children curl up on the cushions and enjoy settling down with a good book.

#### **What needs to be improved?**

- the procedures to be followed when administering and storing medication
- the range of resources that shows positive images of other cultures and promotes cultural diversity
- the staff familiarisation with all group policies and procedures

- the updating of all documentation relating to child care.

**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**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
7	Ensure all medication held on the premises is stored appropriately.	31/12/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
9	Ensure that children have an appropriate range of activities and resources that promote cultural diversity.
13	Ensure all staff know where to find information relating to procedures to follow relating to an allegation of abuse being made against them.
14	Ensure that all records relating to day care activities are in place and policies are consistently applied.

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

### How effective is the nursery education?

Brize Norton pre-school provides good quality nursery education overall which enables children to make very good progress in all six areas of learning.

The quality of teaching is very good. Staff provide a well organised learning environment for children. Resources are interesting and exciting for children but the children's creative input in wall displays is limited. Staff plan together and have a good understanding of the early learning goals. Daily discussion ensures clarity of skills children are learning and ongoing evaluation informs future planning. Small group activities are well planned and matched to children's different abilities. These sessions provide children with challenges to help them progress. Children work well together; they share and take turns.

Leadership and management are very good. Committee and staff are clear about their responsibilities. Management support staff through an effective appraisal system and evaluate the provision by regular attendance at the group and through feedback from parents. Staff work together as a strong team. They deploy themselves well when delivering the curriculum and provide a calm environment where children are well behaved.

Partnership with parents and carers is very good. Newsletters sent out are effective in keeping parents informed about their children's learning. Further information about planning is clearly on display. Staff promote the extension of the learning environment into the home when children take books home to share and parents support their children in providing suitable objects for show and tell.

### What is being done well?

- Staff match maths games to the children's abilities. Children that are more able rise to the challenge of subtraction as they throw the dice, read the symbols and remove an appropriate number of apples from the tree. Children take turns in their play and offer support to each other following the throw of each dice. Younger children match pictures and numbers with staff support.
- Children are developing a good understanding of the natural world. They grow vegetables on their allotment and sample their produce both raw and cooked. Children keep illustrated records of their allotment that show planting times, harvesting times and provide evaluations of the success of their project. Children talk with knowledge about their gardening work.
- Staff promote the children's personal, social and emotional development with skill. At show and tell sessions, children are developing good skills of both speaking and listening. Staff encourage speaking children to face their audience and speak with a loud voice. The listeners are encouraged to

respect the speaker and to value what they have to say. Children put up their hands to ask questions of the speaker and make valuable contributions to discussion.

- Resources for children to develop physically are creative. Children contribute to the making of a balancing course and make their own changes to increase and decrease the levels of challenge. Children travel around the course with confidence. They experiment as they travel practising their skills of moving with control and co-ordination. Children are creative as they find different ways to travel that includes going backwards and on their hands and knees.

#### **What needs to be improved?**

- the level of children's creative input when producing large and prominent wall displays.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. Management and staff have introduced a number of effective measures to address the two key issues raised at the last inspection.

A major improvement has been the reviewing of the presentation of books. New bookracks for display are now in use. Books are attractively on display with their covers facing forward to encourage children to make their selection. The book area is comfortable and children visit it to share books with friends or to have some quiet time. Staff promote the use of books and parental involvement through the system of taking a book home daily to share. Children enjoy books.

In addressing the second issue of improving the grip children use when holding a pencil, children now write with chunky pencils to suit their small hands. Children have many opportunities to make their marks and form letters from their names with increasing control and co-ordination.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff promote the development of children's social skills. Children are happy and settled in the group. They are clear about the daily routine and leave their parents readily at the start of the session. Children are kind to each other. Through the well-planned activities, they are learning to share and take turns. Children are forming good relationships with their peers and offer them support.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident as speakers and good listeners. Staff promote and develop the children's skills at 'Show and Tell' sessions where children concentrate and make valid contributions. Children are linking letters and sounds through numerous activities and daily practice. Children understand that print carries meaning and develop their early reading skills at register each morning as they read from the weather board and select freely from an attractive book display.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and use number as part of their daily routine. Many children count confidently beyond 10 and are starting to understand basic addition and subtraction. Staff match maths games to the children's abilities and children are mathematically challenged. Other areas for mathematical development are well resourced. Children are developing mathematical language through their play in the sand and are sorting using a range of resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing as scientists. Staff skilfully ask questions at activities which encourage children to think, make close observations and to make predictions about what will happen next. Staff introduce scientific language and encourage children to use it. The allotment provides endless opportunities for children to learn about the natural world and they keep records of their crops. Activities to develop children's sense of time match the children's level of understanding.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff provide creative resources to develop children physically. When making their way around a balancing course children move with control and co-ordination. They make creative changes to the course that provide increased challenges and involves them in travelling under, over and through. During movement sessions, children travel imaginatively. Staff make children aware of the effects of exercise on their bodies. Children are developing confidence using a range of large and small equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children work with extreme concentration when producing their own creative work, however, some wall displays show a high level of adult intervention. Children select from a range of materials and share their design ideas with staff and friends. In the home corner, children explore real life experiences as they chat on the phone and make shopping plans. Staff provide many activities where children use and develop their senses. Cooking is a sensory experience for all children.

**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 the following:
- increase the amount of children's creative input when producing large wall displays.

*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.*