



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 119937

DfES Number: 517813

### INSPECTION DETAILS

Inspection Date	09/06/2004
Inspector Name	Rachel Elizabeth Bent

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bagshot Pre-School
Setting Address	Methodist Church Hall Jenkins Hall Bagshot Surrey GU19 5BT

### REGISTERED PROVIDER DETAILS

Name	Mrs Susan Michel
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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

Bagshot Pre-School was established in 1972. It offers full day care places for 26 children aged two and a half to five years. The group is privately owned.

The pre-school is open on Monday and Thursday from 09:10 to 13:10 and Tuesday, Wednesday and Friday from 09:10 to 12:10 during term times only. Currently 35 children attend throughout the week. The children come from the local community of Bagshot, a semi-rural area. There are no children attending who speak English as an additional language and a small number with special needs. 24 children receive funding for nursery education: 19 are 3-year-olds 5 are 4-year-olds.

The pre-school is based in the spacious Methodist Church Hall which includes access to a small room used for small group work. There is a kitchen and toilets attached however, currently there is no enclosed outside play area.

Six staff work at the pre-school on a full and part time basis. Four staff hold the Diploma in Pre-school Practice (DPP). Two staff are unqualified. Most staff hold current first aid certificates. The group is a member of the Early Years Development and Childcare Partnership (EYDCP). The group is also an accredited group member of the Pre-School Learning Alliance. They receive support from their Development Worker.

### How good is the Day Care?

Bagshot Pre-School provides a good standard care for children. Most aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set of policies and procedures which most understand and consistently implement. Staff are well aware of children's safety both inside, and on outings. High priority is given to children's health and dietary needs including aspects of cultural and religious requirements. Children with special needs are well provided for and fully supported in all activities by all staff. There is a trained SENCO. All documentation is in place although one detail is overlooked.

There is an effective key worker in place which enables staff to establish very good relationships with all children and their parents. Staff keep notes and use assessments to record children's progress which is shared with parents. Children benefit from consistent routines for playing and eating. Staff encourage children to be independent by pouring out their own drink and helping to give out the snack. Staff use a range of strategies for managing behaviour and children respond positively. Staff work well as a team and plan a range of stimulating practical activities indoors which are changed throughout the morning. They use a smaller room for some small group activities which is effective in encouraging their learning. There is an induction procedure in place to help new staff, students and parents working on the rota. A training programme helps identify staff training needs.

There is a very good partnership with parents and carers. Parents are aware of what is going on through the daily informal contact with staff, the notice board and a home contact book is used well to keep parents informed about what their child has done during the day. Policies, procedures and the complaints procedure are in the parent's prospectus.

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

Not applicable.

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

- The standard of care for children is good. Staff give good attention to meeting individual needs well and plan out activities that stimulate children's interest in the world about them and capture their imagination.
- Behaviour is managed well, good strategies for managing a range of behaviours are in place and children respond positively.
- Named staff take responsibility for implementing policies and are effectively involved in ensuring good practice in the pre-school.
- Staff make sure that children who attend are safe and well cared for. Routines to promote good health and hygiene are in place. Children's dietary needs are well understood.

#### **An aspect of outstanding practice:**

Independence is encouraged well by enabling children to choose what they would like to drink, pour their own drinks, and they are encouraged by staff to give out snacks and be helpful.

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

- the cover of the water jug
- the complaints procedure

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
8	Ensure that the water jug is covered at all times.
12	Update the complaints procedure in the parents' prospectus to reflect Ofsted's role.

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

### How effective is the nursery education?

The provision of nursery education at Bagshot Pre-School is acceptable and is of high quality. Children are making very good progress in all areas of learning.

The quality of teaching is very good. Children are confident and secure. They enjoy the wide range of well balanced, planned practical activities available to support their learning. These are changed half way through the morning. Staff have secure knowledge of the stepping stones and early learning goals and how children learn. Resources are of good quality and organised well to encourage children to make choices and learn. The use of resources to support topics could be enhanced. Children with special educational needs are well integrated into the group. Relationships with children are very good. Activities for funded children are presented in a caring, enthusiastic and committed way. They use a range of approaches to introduce children to new skills and knowledge. They encourage children to think, talk and ask questions about what they are doing. Staff ensure that all children access the full range of activities. They observe and make notes of children's learning in each of the six areas. They use the Surrey profiles for assessment to target individual needs and to plan out the next steps in children's learning.

The leadership and management of the group is very good. The staff work well as a team and have a collaborative approach to all aspects of their work. There is an appraisal system in place this helps to monitor and evaluate the quality of teaching and assist in identifying the future training needs of staff.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children and receive good information about the group and the early learning goals and their child's progress. Some parents work on the parent rota and this enables them to be involved in their child's learning.

### What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and capture the children's imagination and sustain their interests and support children's progress and attainment in the early learning goals.
- Good opportunities are provided by staff to introduce mathematical ideas in daily routines, practical play and rhymes.
- Staff are skilled at asking open ended questions to encourage children to develop their thinking and talking skills.
- Independence is encouraged well. Children make choices, pour their own drink, help give out cups and snacks. They are encouraged to be helpful.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the outside play area</li><li>● the use of resources to support children's learning</li></ul>



<b>What has improved since the last inspection?</b>
At the last inspection the pre-school was asked to improve the provision for creative development by offering children more opportunities to express themselves freely in art. Good progress has been made. Children are able to choose what art work they would like to undertake and use the materials in their own way.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are encouraged to be independent. They share, take turns and are beginning to understand right from wrong. Children are encouraged to be helpful, polite and be mindful of others feelings. Behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Both younger and older children are keen to communicate with staff through talk and gesture. Children talk confidently and share their news. They listen intently to stories. Older children are encouraged to listen to the sounds of letters and learn new words. Staff encourage children to recognise their names. Older children are beginning to write these correctly whilst younger children enjoy mark making opportunities in a variety of different ways often in the role play area.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff are strong in encouraging counting for children to become familiar with numbers . Younger children count confidently to five and older children to ten and beyond. Older children are aware of the order of numbers. They recognise, shapes, match and sequence, Good maths language is used and consistently reinforced. Practical play situations and rhymes are exploited to extend children's understanding of adding and taking away. Children are learning to solve simple mathematical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Discussion help children to notice changes that occur, for example, discussing the weather daily and noticing the differences and changes. There are opportunities to make models from construction and select, assemble and join together materials. There are good opportunities to explore technology using the computer and programmable toys. Children go on local outings and range of festivals are in the programme. Topics capture children's imagination however, they could be further enhanced.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

All children are given regular opportunities to develop their skills as they confidently run and move and climb with ease. They go under and over the slide. Staff are on hand to give support and encourage new skills and ensure children are safe. All children are aware of their bodies and the space they have to move around in. However, they are limited to using only inside space. Both younger and older children learn to handle scissors, pencils and paintbrushes with increasing control.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

All children participate enthusiastically, they draw freely and use a variety of creative materials including paint and three dimensional materials. Children enjoy the role play corner where they sold groceries in their shop. They use big boxes to build their imaginary cars and lorries. They touch and feel items through the guessing games. There are opportunity to cook and taste in the programme Children sing songs, use musical instruments ,dance and enjoy using their voices.

**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 is no significant weaknesses to report, but consideration should be given to improve the following;
- look at ways to increase children's outside play opportunities
- enhance the programme by using a range of resources to support children's learning. For example; the use of a interest table to support knowledge and understanding of the world.

*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.*