



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109054

DfES Number: 517005

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Karen Louise Prager

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Coleview Pre School
Setting Address Towcester Road
Swindon
Wiltshire
SN3 4AS

REGISTERED PROVIDER DETAILS

Name Coleview Pre School 1035572

ORGANISATION DETAILS

Name Coleview Pre School
Address Towcester Road
Swindon
Wiltshire
SN3 4AS

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

Coleview Pre-School opened in 1980. It operates from one room in a community centre within a residential area. Coleview Pre-School serves the local area.

There are currently 58 children from 3 to 4 years of age on roll. This includes 26 funded 3-year-olds and 21 funded 4-year-olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09.10 to 11.40 and 12.15 to 14.45.

Six part-time staff work with the children. Five members of staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Swindon Sure Start Partnership

How good is the Day Care?

Coleview Pre-school provides good quality care for children. The staff work well together as a team and are familiar with daily routines. There are sufficient toys and equipment provided for the children that are well maintained and in a clean condition.

The premises are clean and well maintained. The group has carried out a risk assessment though hazards have not been identified effectively. Children are offered a variety of nutritious snacks over the week. Children are encouraged to develop self help skills at snack time and develop good hygiene practices when using the toilet.

A wide range of activities are provided which are readily accessible to the children, though the use of the outdoor area is limited. The quality of the staff interaction with the children is good. Behaviour management of the children is good and the staff use praise regularly. Staff value the individual differences of all children. The group

has a Special Educational Needs Co-ordinator (SENCO) who has completed training and implements play plans.

The relationship between staff and parents is good with regular contact being made at the beginning and end of each session. Regular newsletters keep the parents informed about general activities. There is also a structured system in place for parents to be kept informed about their children's progress through regular parents meetings.

What has improved since the last inspection?

At the previous inspection it was agreed that the group would conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks. The group has not been able to access any training in this area though this is planned. A risk assessment has now been carried out, though there has been no recording of hazards, limiting its effectiveness.

What is being done well?

- The group has an effective operational plan and policies and procedures are regularly reviewed. The staff are committed to development and regularly undertake training.
- A variety of appropriate strategies are used to encourage good behaviour, including the use of praise and the careful organisation of popular activities.
- The staff have good relationships with the parents and make information available to them. The parents are confident and clear about how their children are being cared for and feel able to talk to staff.

What needs to be improved?

- safety, through a written risk assessment of the premises and procedures
- effective use of the outdoor space.

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	Improve safety, through a written risk assessment of the premises and procedures.

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

How effective is the nursery education?

Coleview Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They plan a variety of activities and generally understand what the children can learn from them. They organise the indoor space and resources well to create an accessible learning environment in which children increase their independence. The outdoor area is not effectively used to promote children's physical skills or develop their imagination and understanding of the natural world.

Staff give individual children a good level of support and all children are encouraged to participate in the full range of activities. The staff actively develop children's language, by maintaining a dialogue with them and asking questions which encourage children to think and talk about what they are doing, though activities are not always presented to provide challenge to all children, particularly in aspects of mathematics and creativity.

Staff assess children's learning against the stepping stones and early learning goals and informally use this information to plan what children should do next. They keep records, which provide a clear picture of children's progress to share with parents.

The leadership and management of the pre-school is very good. The supervisor has been particularly effective in developing a committed staff team who have a collaborative approach to their work. She acts on advice and has implemented a programme of setting and staff development.

The partnership with parents and carers is generally good. Parents spend time talking informally to staff about their children and are informed about forthcoming events in the group. Parents are encouraged to spend time in the group and to continue the children's learning at home.

What is being done well?

- The caring and enthusiastic staff support the children well. Children are confident and well behaved and the ethos within the group is very positive.
- Relationships are very good. Staff and children relate very well to one another. The relationship between staff and parents is open and friendly and there is regular exchange information.
- The group demonstrates a strong commitment to improving standards of care and education. It regularly improves its practice and looks for areas to develop.

- Physical development is emphasised and children are increasingly confident movers.

What needs to be improved?

- The opportunities for children to count and calculate through every day activities.
- The opportunities for children to develop awareness of sounds.
- The challenges for older and more able children and the inclusion in plans of how the activities will be adapted for these children.
- The opportunities for children to make resources using their own choice of methods and material.

What has improved since the last inspection?

The playgroup has made generally good progress on the key issues raised at the last inspection, which were to improve the quality of teaching, improve the system for assessing children's progress towards the desirable outcomes, and to improve the programme for knowledge and understanding of the world.

Teaching has improved through staff training and increased knowledge of the foundation stage. All staff now attend training, and individual needs are assessed through an appraisal system. A training policy is now in place. The increased staff knowledge has improved the provision for the children, though further development is needed in some areas.

The system for assessing the children's progress has been revised. Children have key workers who carry out assessment on the children. This assessment has some influence on planning. Currently parents are not involved in the assessment and planning for their children.

The programme for knowledge and understanding of the world has improved. Staff have attended training. A greater variety of activities is now provided for the children. Children are now increasingly encouraged to examine the world around them, though some areas of discovery are still limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are increasingly settled and confident within the group. They play well individually and in small and large groups. They behave well and are familiar with the everyday routines of the group. They are developing good concentration skills and frequently persevere for extended periods of time on activities. Children develop good relationships. They are caring and supportive of each other. There are limited opportunities to extend skills at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enthusiastically talk about their activities during play. They listen well and follow instructions. They enjoy books and are developing an understanding that print carries meaning. Children are beginning to link sounds and letters. There is little opportunity to extend knowledge of rhyme and rhythm. Regular opportunities to write are offered.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing early counting skills, spontaneously use number in their play and enjoy singing number rhymes. However all children, but especially the older and more able, are not helped to develop problem solving and calculation skills during everyday activities. Children can recognise shapes and have regular opportunities to construct using different shaped items. They can match and compare shapes, for example when building the train track.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have frequent opportunities to learn about their local and wider environment. They participate in themed activities that introduce them to different cultural experiences and traditions. Children build regularly and confidently with construction equipment, though their range of techniques and materials available are limited. They use information and communication technology effectively to support their learning. They are developing a sense of time through daily routines and discussion.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given regular opportunities to develop physical skills. Children move confidently and safely within the indoor and outdoor environment, skilfully negotiating furniture and obstacles. Some physical activities lack choice and freedom. Children are familiar with appropriate hygiene procedures e.g. hand washing. Children have regular opportunities to use a range of small and large equipment and do so confidently and with increasing competence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their imagination and creativity using a variety of media and materials e.g. role-play, painting, drawing. They use props and create scenarios to enhance their role-play, for example, the Italian restaurant. Children use materials to create pictures and models in 2D and 3D, though there are limited opportunities to make resources using their own choice of methods and material.

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

- increase opportunities to count and calculate through every day activities.
- increase opportunities to make resources using their own choice of methods and material.
- increase challenges for older and more able children and the inclusion in plans of how the activities will be adapted for these children.

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.