



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206806

DfES Number: 537505

INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Tina Garner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Langwith Bassett Pre-School
Setting Address	Langwith Bassett Primary School Bassett Hill, Upper Langwith Mansfield Nottinghamshire NG20 9RD

REGISTERED PROVIDER DETAILS

Name	Langwith Bassett Pre - School 1057351
------	---------------------------------------

ORGANISATION DETAILS

Name	Langwith Bassett Pre - School
Address	Langwith Bassett Primary School Bassett Hill, Upper Langwith Mansfield Derbyshire NG20 9RD

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

Langwith Bassett pre-school opened in 1996. It operates from rooms within Langwith Bassett Primary School in Upper Langwith, Mansfield. Children have access to the pre-school room with adjacent outdoor play area. Children attend from the Langwith area and surrounding villages.

The Pre-school is registered to provide 16 places for children aged between 2 and 5 years old, accepting children from the age of 2 1/2 years. There are currently 16 children on roll, 15 of which are nursery funded children. The Pre-school is open 5 days a week from 12:30 to 15:00 Monday to Friday, during school term times.

3 staff work with the children, they all hold relevant childcare qualifications and regularly attend additional training, which they access through the Early Years Development and Childcare Partnership.

How good is the Day Care?

Langwith Bassett Pre-school provide satisfactory care for children. The Pre-school offers a warm and welcoming environment. Areas used by the children are light, bright and airy and children's work is attractively displayed. Space is well organised to ensure that children can access activities which promote their development. The sessions are well planned so that children have large amounts of time to make choices in their play. The staff team work well together, all have relevant childcare qualifications and attend additional training to update and extend their knowledge on current childcare issues and practices. Staff have a sound awareness of safety issues and deploy themselves effectively to ensure the children are well supervised, however systems for managing access to the premises need improving.

Children are involved in a range of activities which helps them to make progress in all areas of their development. Toys and equipment are readily accessible to the children, although some activities could have been extended more imaginatively to ensure children's interest is maintained and sufficient challenge is provided. Staff have an appropriate knowledge of each child's individual needs and interests, they

relate well to the children and value good behaviour. Children approach adults with confidence asking for help and assistance and enjoy their interaction with them.

There are effective partnerships between the parents and staff. Children are grouped appropriately and individual children have a key worker to ensure consistency and continuity of care. General information is exchanged with parents on a daily basis, newsletters keep parents informed and involved with current topics and fund raising activities. All records required for registration purposes are in place, however minor changes need to be made to the Child Protection policy and systems to record medication.

What has improved since the last inspection?

At the last inspection the facility agreed to develop recording systems, policies and procedures regarding many health and safety issues such as providing a record of medication administered to children; developing a system to record children and staff attendance; maintaining a log of fire drills; producing a policy about the exclusion of children who are ill or infectious, a no smoking policy and an operational plan. It was also requested that they seek written permission from parents with regard seeking any necessary medical advice or treatment. The group have now developed all these documents and produced a comprehensive operational plan. These policies and procedures have further improved safety within the setting and ensure staff and parents have a clear understanding of the procedures followed by the group.

What is being done well?

- Staff are confident and competent, they work efficiently and effectively to ensure the smooth running of the session and deploy themselves well, keeping children under their direct supervision at all times.
- Staff develop good relationships with children, they have good behaviour management skills and use positive strategies, which increase children's self esteem, and confidence.
- The maintenance of the environment to provide bright, welcoming and attractive areas where children can play and learn comfortably.

What needs to be improved?

- documentation, to ensure clear written procedures are in place with regard the handling of any child protection issues
- security to ensure that access to the provision can be monitored
- the extension of activities to maintain children's interest and ensure sufficient challenge is provided
- systems to ensure parents sign any records of medication administered to children.

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
6	Ensure positive steps are taken to promote safety within the setting, with regard to making sure that premises are secure and that children are unable to leave them unsupervised.	25/06/2004
13	Ensure that the child protection procedure for the Pre-school complies with local Area Child Protection Committee procedures and includes the need to inform Ofsted of any child protection issues.	25/06/2004

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

Std	Recommendation
7	Ensure the written record, is signed by parents, of medicines given to children.

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

How effective is the nursery education?

Langwith Bassett Pre-school offers good quality nursery education, with children making generally good progress towards the early learning goals in all six areas of learning. Children are generally confident in their interactions with adults and each other. They show interest in the activities and are motivated to learn.

The quality of teaching at the pre-school is generally good. Staff form good relationships with the children and create a happy learning environment. Planning for the Foundation Stage is well structured and reasonably effective, ensuring all six areas of learning are covered. A varied and interesting programme of activities are provided, however more effective use of resources is needed to further extend activities and children's learning. Adults encourage the development of children's self esteem and relationship-forming abilities well, and are interested in what children say and do. Children's progress is regularly assessed, systems for recording their development gives detailed and useful levels of information, these in the main are appropriately used to plan their next steps in learning.

Leadership and management of the setting is generally good. Staff are committed to improving practice and attend relevant training courses, to develop or enhance their skills. They work well together as a team sharing responsibility for planning, accessing and evaluating the curriculum and children's progress.

Staff generally have good relationships with parents, having introduced a number of systems for keeping parents informed about the work of the pre-school and their children's educational progress. Parents express confidence in the staffs' commitment to share information about their child's development.

What is being done well?

- Staff have high expectations of children's behaviour, which is encouraged through the wide range of activities available and the praise and support they provide.
- Staff demonstrate a commitment to improving the educational provision through their enthusiasm and willingness to attend further training to develop their skills in providing an effective curriculum for all children.
- Children are confident and sociable. They are developing a sense of belonging in the environment and are forming good relationships with the staff team and each other.
- Children are developing a sound knowledge of linking sounds and letters which is encouraged across a broad range of activities.

What needs to be improved?

- the extension of activities to ensure that sufficient challenge is offered to inspire children and encourage them to initiate their own learning
- the availability of resources to support and extend children's learning, to allow them to build on what they can already do
- the opportunities for children to consolidate their reading, writing and mark making skills.

What has improved since the last inspection?

Since the last inspection staff have reviewed and updated the special needs policy in line with the 1994 code of practice, they now have a nominated SENCO worker who has attended relevant training. The new staff team have improved areas in mathematics to support children's understanding of adding and subtracting. Increased opportunities have been made

for children to link sounds and letters across a range of activities, and progress is ongoing in developing children's awareness of cultures other than their own.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are motivated to learn throughout the session, their confidence and self esteem is well enhanced through skilled adult encouragement. They can take turns and are usually co-operative with each other and are generally aware of behaviour boundaries. Children confidently attempt new activities, they are mainly able to choose their play independently, although there were some missed opportunities within the setting's routines for this to be further extended.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in communication, language and literacy. They are confident speakers, and use language well to talk about their real and imagined experiences: staff are interested in what they say. They listen effectively at group times and give responses which show an awareness of the conversation. Children are learning to link sounds with letters, however fewer opportunities are provided for them to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's progress in mathematical development is generally good. Children are confident counters, and enjoy using numbers in everyday activities. Many children can count well beyond ten. Children also have a good understanding of comparative language, such as shorter, taller, bigger and smaller. Simple calculations are introduced through the use of nursery rhymes, and during every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are making good use of information technology, they have daily opportunities to use the computer and are developing good mouse control. They have a sense of place within their local environment and are developing awareness of the cultures of other people. Children talk readily about past and present events in their lives. They enjoy a varied programme of planned craft and art activities, and are keen to explore and manipulate equipment and materials such as sand, paint and collage.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to access a variety of resources which provide opportunities to develop physically. They use a variety of tools with good control to make changes to materials, shape, form, construct and express their imagination. Children are able to move confidently around each other, showing good balance and spatial awareness. They engage in healthy practices, including good hygiene routines, healthy eating and physical exercise.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy using their imaginations through various activities, including role play, art and use of natural materials. Children express their ideas freely and use a range of media to explore colour, shape and texture. They are able to play along side other children engaged in the same theme. Children recall familiar songs and can remember associated actions.	

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

- Develop opportunities and set age appropriate challenges to enable children to consolidate their learning across the whole range of planned activities and ensure that sufficient challenge is provided.
- Evaluate the provision and availability of resources to support and extend children's learning across all areas.
- Develop opportunities for children to consolidate their reading, writing and mark making skills across a range of independent activities.

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.