



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133021

DfES Number: 513386

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Beryl Baggs

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name East Harptree Nursery Pre School
Setting Address East Harptree Theatre
Middle Street
East Harptree
Bristol
BS40 6AZ

REGISTERED PROVIDER DETAILS

Name East Harptree Nursery Pre School 0129276

ORGANISATION DETAILS

Name East Harptree Nursery Pre School
Address East Harptree Theatre
Middle Street, East Harptree
Bristol
Avon
BS40 6AZ

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

East Harptree Nursery Pre-School operates from the Theatre Hall in the village of East Harptree near Bath. The preschool is owned and managed by a committee of parents. The preschool uses the main hall, kitchen, resource room, preschool room and toilets on the first floor.

The preschool is registered to provide 28 places for children aged between two and under five years. There are currently 45 children on roll. This includes 19 funded three and four year olds. there are no children with special educational needs or who use English as a second language.

The pre-school is open five days a week during school terms. Sessions last from 9am to 3.30pm each day.

Seven staff work with the children all of whom have or are working towards an early years qualification. There is also a student on placement. All members of staff are encouraged to attend further training. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

East Harptree Nursery Pre-school provides good quality care for children. The manager has childcare qualifications and good management skills. Good use is made of staff and resources to ensure children are involved in activities at all times. Plans ensure there are opportunities for children to work in small groups and use large physical play equipment. The furniture is colour co-ordinated adding to the very wide range of bright, and good quality toys and play materials. The pre-school will continue to develop staff qualifications and attendance at relevant training events to improve the confidence of the staff in all aspects of children's play and learning.

Staff are aware of hazards for children and have good procedures in place to keep children safe. There are procedures in place to prevent the spread of infection. Children bring packed lunches which are stored in a fridge and are offered healthy

snacks of fruit during the session and after lunch. Staff support and understanding is given to children who are less confident or shy. There is sensitive and effective support for children with special needs. Child Protection procedures in place to protect children. Children do not wash hands under running water before snacks and lunch; wet wipes are used.

A stimulating and interesting range of toys and play materials is provided for children to develop language, maths, imaginative and physical skills. Children are absorbed in their play, have developed friendships and express delight in their achievements. Staff are directly involved in play. Staff use distraction techniques well with children to encourage good behaviour, understanding the need to look for a trigger in some poor behaviour.

Parents are welcome in the pre-school, to share information about their child, add their observations to children's records and to be involved in the children's learning through talking at home about the topic and its relevance in the world around.

What has improved since the last inspection?

Ofsted have been informed about changes to committee and staff. Details of staff driving and insurance documents are maintained on staff records. The complaint procedure is included in the parent brochure.

What is being done well?

- Staff encourage all children to access the play materials. Staff support and understanding are given to children who are less confident or shy. There are very good images of differences in people including skin colour, disability and way of life.
- Staff are aware of hazards for children and have good procedures in place to keep children safe. The door to the pre-school is locked during the session and Identification is required from visitors.
- A stimulating and interesting range of toys and play materials is provided for children to develop language, maths, imaginative and physical skills. Children are absorbed in their play, have developed friendships and express delight in their achievements. Staff are directly involved in their play.
- Parents are welcome in the pre-school, to share information about their child and to add their observations to children's records. There is good information for parents about how the pre-school operates.
- Good use is made of staff and resources to ensure the sessions run smoothly and children are involved in activities at all times. Planning identifies how children will be grouped to help children get the most from their play.

An aspect of outstanding practice:

The newsletter for parents includes information about the topic covered in the sessions and adds ideas about how parents can develop their children's learning at home. For example, for a topic about shape and colour, parents were asked to help

children name shapes and identify colours in the world around them. Some parents work with staff in pre-school to present special sessions on music and French.

What needs to be improved?

- hand washing procedures before snack and lunch
- staff qualifications and attendance at relevant training events to improve the confidence of the staff in all aspects of children's play and learning.

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
2	Continue to develop staff qualifications and attendance at relevant training events to improve the confidence of the staff in all aspects of childrens play and learning.
7	Ensure handwashing procedures before snack and lunch are sufficient.
11	Consider a clearer signal to obtain immediate silence or the attention of the children.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals. They are confident and eager to learn, make good relationships and are well behaved. They enjoy stories and sing with enthusiasm. They recognise numerals and count well. They use a computer with confidence. They explore a wide range of materials, and learn about the world around them. Physical play is part of every session. Children do not have a named drawer to store their completed work.

Teaching is very good. Staff have good knowledge of what children learn from their play. Planning includes challenges for all children. Children are asked to think about what is happening in their explorations. Provision is adapted to support children with special educational needs or who use English as a second language. The session runs smoothly, grouping children in small groups effectively for some activities. Assessment of children's achievements is shared with parents and schools and used to develop next steps for children. Staff do not use a recognised signal for silence.

Leadership and management is very good. The manager knows the quality she expects but is fair and appreciates different approaches from the staff. There is a good understanding of what they do well and a recognition of the value of building on staff qualifications. There are good procedures in place to evaluate children's activities. All staff are working towards the improvement of care and education for all children.

Partnership with parents is very good. There is good quality information in the brochure and on the notice board for parents. Parents are given a good introduction to the sessions, they can stay until they wish to go. The Two's Club introduces children and parents to the play environment and how children learn. Staff and parents meet termly to discuss children's progress. Newsletters inform parents how they can support their children's learning at home.

What is being done well?

- Children are confident, happy and eager to play and learn. They make good relationships with each other and the staff. There are lots of smiles and happy greetings. Children are well behaved and have opportunities to be independent through access to the toilet, handing round snacks and choosing their play.
- Children talk well in conversation and to describe what they do and think. They enjoy stories and books both in groups and individually with and without staff. They join in songs and rhymes. Some children are beginning to write their own names. There are many opportunities for children to link sound to letter in everyday activities.
- Children explore and investigate a wide range of materials such as water,

dough, sand, and look at the cycle of life for frogs, butterflies and chicks. Children build with a wide range of materials. They use with confidence the computer, telephones and keyboard. Children talk about home and aspects of their lives over time and learn about how other people live.

- There is good quality information in the brochure and on the notice board for parents. Parents are given a welcoming introduction to the session and can stay until they wish to go. The Two's Club introduces children and parents to the play environment and how children learn. Staff and parents meet termly to discuss children's progress. Newsletters inform parents how they can support their children's learning at home.
- Staff have good knowledge of what children learn from their play. Planning includes challenges for all children, offering different skill levels for children at different stages of development with for example scissors and jigsaws. Children are asked to think about what is happening in their explorations and why. Provision is adapted to support children with special educational needs or who use English as a second language.

What needs to be improved?

- A recognised signal for children to be silent.
- An opportunity for children to put their work in their own named drawer.

What has improved since the last inspection?

Progress made since the last inspection is very good. Record keeping and assessment has been improved and is used to inform parents of their children's progress, and to develop the next steps for children in their learning. Children are encouraged to write their names and more number rhymes develop number skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, happy and eager to play and learn. they make good relationships with each other and staff. There are lots of smiles and happy greetings. Children are well behaved and have opportunities to be independent through access to the toilet, handing around snacks and choosing their play. Children do not have an opportunity to put their work in their own named drawer.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children talk well in conversation and to describe what they do and think. They enjoy stories and books both in groups and as individuals. They join in songs and rhymes. Some children are beginning to write their own names. There are many opportunities for children to link sound to letter in everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children recognise numbers and can count well in familiar contexts. They are beginning to compare numbers and understand the idea of one more or one less. They use shapes in their play for building and making collage pictures. They play games and use computer programmes which develop their understanding of position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate a wide range of materials such as water, dough, sand, and look at the cycle of life for frogs, butterflies and chicks. Children build with a wide range of materials. They use with confidence the computer, telephones and keyboard. Children talk about home and aspects of their lives over time and learn about how other people live.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Physical play is planned into each session. Children are active and skilful at jumping, climbing, pedalling, hopping and rolling. Good use is made of the local Court garden for obstacle activities. Children use tools and materials with ease, scissors, pencils, hammers and saw. they are learning about good health and how their body works.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children build in 3D and 2D and explore colour and texture in collage and painting. they enjoy music, singsongs and play instruments. there are many opportunities for children to use their imagination in role play such as hairdressing and the teddy bears' tea party. Children move to music well individually and as a group.	
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 improving the following:
- develop a recognised signal for children to be silent
- consider how to develop an opportunity for children to put their work in their own named drawer.

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.