



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251803

DfES Number: 517702

INSPECTION DETAILS

Inspection Date 03/11/2003
Inspector Name Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Thurlow Bradley & District Pre-school
Setting Address The Sunshine Building, Thurlow VCP School,
Little Thurlow
Haverhill
Suffolk
CB9 7HY

REGISTERED PROVIDER DETAILS

Name The Committee of Thurlow, Bradley & District Pre-School
1023517

ORGANISATION DETAILS

Name Thurlow, Bradley & District Pre-School
Address The Sunshine Bldg, Thurlow VCP School
Little Thurlow
Haverhill
Suffolk
CB9 7HY

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

Thurlow, Bradley and District Pre-School opened in 1997 in the Sunshine Building. It operates from one room, in a purpose built de-mountable premises, in the grounds of the local primary school in Thurlow. The pre-school serves the local area and surrounding villages.

There are currently thirty-six children from two to seven years on roll. This includes six funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:00 until 15:30.

Three part-time and one full-time staff work with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Thurlow, Bradley and District Pre-school provides satisfactory care for children. Staff are continuing to develop their knowledge and understanding of childcare and education and they work directly with the children most of the time. The premises are maintained to a satisfactory standard, however, appropriate attention is not given to making the environment, attractive when the pre-school children start their session after the breakfast club finishes. The play resources are of good quality and in sufficient quantity. Most documentation is in place.

All children are welcomed into the provision. Staff are knowledgeable about child protection procedures but the policy for child protection requires updating. High priority is paid to the security of the building, however, some hazards are

overlooked. Satisfactory first aid procedures are in place. Staff do not make adequate provision to help children learn basic hygiene practices. Children are provided with a good range of nutritious snacks. Children attending the breakfast club are not given full opportunities to develop their independence; they pour their own drinks but are not able to help themselves to cereals.

Children have access to a range of activities, however, some play resources and activities are not well presented. Children's behaviour is mostly good but there is some inconsistency in the way staff manage children's behaviour.

Partnership with parents is satisfactory. Parents have access to clear written notices in the entrance hall and a regular newsletter is published. Parents are able to take an active part in their child's early education by being part of the management committee, helping during the session, fund raising and providing some resources for art and craft activities.

What has improved since the last inspection?

Not applicable

What is being done well?

- The pre-school and breakfast club have a good range of resources. Children are able to concentrate and persevere in their imaginary play, when using the small world equipment.
- Staff are committed to updating their knowledge in childcare and education. The manager is planning to do a course at level 4 and a member of staff is booked on a level 3 course for January 2004.
- All children are welcomed into the pre-school and their care needs are met. Staff have regard to the Code of Practice (2002, enabling children with special educational needs to progress in their development.
- Children are given a nutritious snack consisting of a variety of fruit, sandwiches and a drink. This helps them to develop an understanding of healthy eating.
- The committee are proactive in improving the physical environment for the children, for example a new floor has been laid, the money required was obtained from grants and fund raising events.

What needs to be improved?

- the overall presentation of the room to make it a more attractive and welcoming environment
- consistency in the way staff manage behaviour, for example, their approach to helping children to learn to share fairly
- the safe storage of items such as cleaning chemicals in the staff toilet, toys

stored on an unstable shelf, children's coats and school bags and access to the underneath of the port-a-cabin where the netting has come adrift

- promoting good hygiene practices when washing hands i.e. using soap and individual towels and storing lunch boxes off the floor
- some documentation i.e. the child protection policy and times of arrival and departure in register.

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

| Std | Recommendation |
|-----|--|
| 4 | Ensure the environment is attractive for the pre-school children when they enter in the mornings after the break fast club children have departed. |
| 6 | Minimise hazards indoors and outdoors. This refers to the cleaning chemicals in the staff toilet, storage of coats, lunch-boxes and school bags, heavy toys and the wire netting used to exclude children from the underneath of the port-a-cabin. |
| 7 | Ensure good hygiene practices are followed when storing packed lunch boxes and when children wash their hands especially after toileting and before snack time. |
| 11 | Ensure the staff are consistent when managing children's behaviour. |
| 14 | Ensure the child protection policy includes contacting Ofsted when allegations are made against a member of staff or volunteer. |

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

How effective is the nursery education?

Thurlow, Bradley and District Pre School is providing generally good nursery education. Children are making generally good progress towards the early learning goals with some significant weaknesses in mathematics and creative development.

The quality of teaching is generally good, however, there are some significant weakness in the learning environment staff provide and a lack of challenges for children. Staff have built trusting relationships with the children and support their language for communication and thinking, and physical development well. Children's behaviour is mostly good and those with special educational needs are well supported. The curriculum provided is not always stimulating and sufficiently broad based to enable the children to consolidate and progress in all areas of learning. Some activities are not well presented and are under resourced, which does not promote children's disposition to engage in purposeful play and to learn in these areas.

The planning does not cover all of the early learning goals. Children's developmental records are maintained, however, these are not completed often enough to enable staff to identify the next steps for the child to progress in their learning.

Leadership and management is generally good. The management committee and staff are currently working with the Early Years Development and Childcare Partnership to improve the provision for the children.

Partnership with parents is generally good. Parents are able to contribute to their child's education through participating in the session and being on the committee. Parents do not have access to their child's developmental records and they do not contribute to planning for the child's next step in learning.

What is being done well?

- Children are forming good relationships with each other and the adults. They enter the setting confidently. They are beginning to show signs of empathy, when others are upset, and settle minor disagreements through negotiation.
- Children show an interest in the world around them, for example when the wind blows the leaves down in the outdoor area and a sense of satisfaction in their achievements such as when a child finds their name card.
- Children are becoming confident communicators. They initiate conversations with each other and adults about their past and family and are able to relate to a common theme when recalling significant events in their lives.
- Children are developing good large physical skills and a sense of space when using large equipment outdoors. They manoeuvre the wheeled toys around the static equipment confidently, they have good co-ordination skills

and are able to pedal bikes independently.

What needs to be improved?

- the planned curriculum - to be broad based, to include all areas of learning and to provide sufficient opportunities for children to consolidate and progress in their learning according to their age and stage of development
- the presentation of activities and resources to provide a stimulating and challenging environment especially in role play, and the writing and book areas
- the assessment records so that they show the child's next step and are used to inform the planning
- the parent's access and contribution to the assessment records.

What has improved since the last inspection?

The pre-school has made limited progress since the last inspection, they have provided a computer for the children, but this has been broken for the past month and other resources are not available on a regular basis. A session on the curriculum has been organised by the EYDCP for parents but was cancelled and has now been re-scheduled for the near future, which will enable them to develop an understanding of the importance of the Foundation Stage and help their child. The planning of the curriculum has been developed but still lacks detail and does not provide the children with a broad based curriculum. The mathematical programme does not provide sufficient opportunities for children to record number and engage in practical problem solving activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and form good relationships with other children and adults. They show concern for others especially when someone is upset. They are independent when attending to their personal needs and able to make choices when selecting their activities, however there are missed opportunities at snack time to extend their independence. Everyday play activities do not provide opportunities for children to act out and share their experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident communicators, initiating and following a main theme in conversations. They use language well during imaginative play. Children handle books appropriately, however the book area is uninviting. Some children confidently try to write their name and are beginning to get the letters in the correct order. However the writing area is not resourced well and this hinders children's development of writing and pre-writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count with confidence and many can count reliably beyond ten. However, they are not developing the language or the understanding of simple calculation. Children recognise simple shapes but they are not given sufficient opportunities to compare length and height and to use mathematical ideas for recording. Children are not given many opportunities to link their learning in mathematical development across the curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can recall the past; they talk about their families and significant events. They are beginning to use their senses and can make comparisons e.g. the colours in autumn leaves but they are not given opportunities to record their observations. Children are not able to consolidate and progress in their designing skills using a variety of materials. They do not have regular access to programmable toys or opportunities to explore other's cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good physical skills in both their large and small movements and in their hand to eye coordination. They confidently negotiate the space between static large equipment when on wheeled toys. Children are developing a good understanding of keeping healthy. However, they are not given sufficient opportunities to consider how their bodies' work, for example, the effects activity has on their body.

CREATIVE DEVELOPMENT

| | |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children are given good opportunities to explore colour using paint. They are beginning to recognise how sounds can be changed and move rhythmically to music. Children are beginning to use their imagination in some of their play, however, the poor presentation of resources in the home corner and the dressing up does not stimulate the children's imaginative play. They are given insufficient time during craft activities to consolidate and progress their creativity.

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 the assessment system so that the records are regularly updated by staff and parents, identifying each child's next step and are used to inform the short term planning
- develop and implement the planning so that it covers all areas of The Foundation Stage Curriculum to enable all children to consolidate and progress in their learning according to their age and stage of development
- provide a stimulating, challenging environment using good quality resources in sufficient quantity so children develop a disposition to learning in all areas and can make links in their learning across the curriculum.

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.