



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314061

DfES Number: 594660

INSPECTION DETAILS

Inspection Date	08/03/2005
Inspector Name	Noreen Elizabeth Appleby

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bishop Ian Ramsey Pre-School
Setting Address	Manor Road Medomsley Consett County Durham DH8 6QN

REGISTERED PROVIDER DETAILS

Name	The Committee of Bishop Ian Ramsey Pre-School
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ORGANISATION DETAILS

Name	Bishop Ian Ramsey Pre-School
Address	Manor Road Medomsley Consett County Durham DH8 6QN

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

Bishop Ian Ramsey Pre-school has been registered since 1999. It operates from premises within Bishop Ian Ramsey CE (Aided) Primary School, approximately three miles from Consett town centre. The group has use of one large classroom with adjoining messy play area, storage facilities and outdoor play area. Toilet and hand-washing facilities are off the main entrance corridor. The group mainly serves the needs of families from the local community although some children come from a wider catchment area.

The facility provides sessional day care from 09:00 to 11:30 and from 12:30 to 15:00 each weekday, during school term-time only. A maximum of 15 children may attend the pre-school at any one time. There are currently 29 children aged from three to under five years on roll. Of these, 24 children receive funding for nursery education. At the time of this inspection there are 15 children present, including two funded three-year-olds and ten funded four-year-olds. Children usually attend regular sessions. The setting currently supports children who have special needs.

Three regular members of staff work with the children. They are supported by a bank of relief staff and volunteers. The manager has completed a relevant early years qualification. The setting receives support from Sure Start, County Durham.

How good is the Day Care?

Bishop Ian Ramsey Pre-school provides good quality care for children. Recruitment systems are in place, although they do not always ensure staff and volunteers are suitably qualified or vetted for their individual roles. Appropriate recording systems have been set up. Most documents are maintained in line with the requirements of the 'National Standards' but Ofsted are not always informed of relevant changes. Premises provide sufficient play space. Furniture, equipment and activities are very well set out to meet children's needs and to provide a welcoming, child-friendly environment. Regular daily routines and formal operational procedures are well used to ensure children are effectively cared for.

Staff have a sound awareness of health, safety and hygiene issues. Good practice is also promoted with children i.e. tidying up, personal safety and hygiene. One member of staff holds a relevant first aid certificate and others are intending to complete courses in the near future. Staff take positive steps to keep children safe indoors, out of doors and on outings. Catering arrangements are discussed with parents. Children receive regular drinks and a variety of nutritious snacks suited to their dietary needs.

Staff provide a broad range of play and learning opportunities that are suitable for children's ages and stages of development. Activities are very well organised to promote 'free choice' and independence. They provide interest and enjoyment across all areas of learning, as well as allowing for quiet activities and rests. Staff interact positively with the children providing advice, encouragement and praise.

Sound working relationships are maintained with parents. Formal contracts and agreements are in place and information is regularly shared to ensure children's individual needs are well met. Many positive comments have been received from parents indicating that they are very happy with the quality of care provided.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff interaction with children is excellent. All take time to listen, ask and respond to questions in order to support each child effectively, extend their learning and to make activities fun. Children readily approach them and obviously value their interaction.
- The pre-school provides a very warm, welcoming environment for children and their families. Good use is made of notice boards and displays to recognise and value children's work and to share information with parents.
- Premises are very well-equipped, with space, resources and staff effectively organised. As a result, children enjoy exploring and choosing from the wide variety of accessible play and learning opportunities available to them.
- Partnership with parents and carers is very good. Many positive comments have been received, confirming that parents hold staff in high regard and that children thoroughly enjoy attending the pre-school.

What needs to be improved?

- procedures for ensuring Ofsted is promptly notified of all relevant changes and matters
- staff files, to provide verification that appropriate vetting procedures have been completed

- the "Non-collection of children" policy, by making reference to the procedure for a lost child
- procedures for ensuring at least half of all childcare staff will hold a level 2 qualification in childcare
- contingency arrangements, to ensure there is a named deputy who is able to cover in the manager's absence and that there is at least one member of staff with a current first aid certificate on the premises or on outings at any one time
- registration arrangements, to ensure a record is kept of all staff, volunteers and other adults present

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
1	Ensure Ofsted is promptly notified of all relevant changes and matters.	08/03/2005
1	Ensure staff files contain verification that appropriate vetting procedures have been completed.	22/03/2005
2	Develop the "Non-collection of children" policy by making reference to the procedure for a lost child.	22/03/2005
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.	22/03/2005
2	Develop and implement an action plan that sets out	22/03/2005

	appropriate deputising arrangements.	
2	Develop registration arrangements to ensure a record is kept of all staff, volunteers and other adults present.	22/03/2005

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

Std	Recommendation
7	Ensure there is at least one member of staff with a current first aid certificate on the premises or on outings at any one time.

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

How effective is the nursery education?

Bishop Ian Ramsey Pre-school offers high quality provision that helps children make very good progress towards the early learning goals. Progress across all six areas of learning is very good.

The quality of teaching is very good. Staff demonstrate enthusiasm and commitment towards their work, which in turn encourages children to take part. Staff have a sound understanding of the early learning goals and use them competently to devise short, medium and long term planned activities. Systems ensure that all children are sufficiently challenged and included. Assessments effectively monitor children's progress towards the early learning goals. Staff provide a wide range of well-organised resources and opportunities that help children to learn new skills across a broad curriculum.

Leadership and management systems are very good. The group is committee-run and is effectively led by the pre-school manager. The nominated person ensures that staff have sufficient support and there are good opportunities for training and personal development. Staff and management are able to identify their team strengths and areas they wish to develop, in order to closely monitor and further improve practices.

Partnership with parents is very good. Staff provide good information for them about the curriculum and they inform them of their child's progress towards the early learning goals. However, opportunities for parents to be actively involved with their child's learning at home is not always sufficiently encouraged. Comments from parents verify that they hold staff in high regard and they are very happy with their child's progress.

What is being done well?

- The enthusiasm of staff is recognised as having a positive influence on children's attitude and approach to learning. They also evaluate their strengths and areas for improvement, with a view to continually improving practices within the group.
- Children are happy and are gaining confidence within the group. They are forming good relationships with each other and interact very well with staff and other adults.
- Premises are effectively set out to provide a rich learning environment with excellent activities and resources that stimulate children's interest and motivate them to learn.
- Staff listen closely to children, asking and responding to their questions. They allow them to initiate and lead activities, when appropriate. As a result children are valued and encouraged to make a positive contribution to the

group.

- Effective opportunities for music and movement enable children to develop physical skills, listening skills and creativity.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage of Learning, thereby improving learning opportunities and teaching methods, so children are effectively included, supported and challenged across all areas of the curriculum
- opportunities for parents to share information about their child's existing skills and knowledge, keep up to date with their child's progress and be actively involved in their child's learning at home.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Key issues for action were: to improve opportunities for children to practise linking sounds to letters, opportunities for parents to contribute their own comments and observations about their child's progress and to provide more books and play equipment that reflect different cultures.

Staff have purchased a range of cultural resources which are readily accessible to children. They have also created a permanent multi-cultural display to positively promote diversity.

Staff now assess children's skills on entry, using discussion with parents and carers. They also use daily discussion to share information with parents about their child's progress and use their contribution towards children's assessments.

Staff now make very good use of daily routines to link sounds to letters. As a result, many children are able to name and sound a range of letters competently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children demonstrate interest and enthusiasm for learning. They are happy and settled within the group. They relate very well to staff, adults and peers. Many can concentrate and sit quietly. Most have a good awareness of daily routines and behave well. They manage personal hygiene effectively and more able children complete some complex tasks competently e.g. fastening buttons and zips. All children are developing confidence, independence and pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are gaining good language and communication skills. More able children speak confidently, sometimes using complex vocabulary. Most children enjoy books and listen to stories well. Many self-select books and some initiate small group activities. All are developing good hand-eye co-ordination. They enjoy mark-making and are learning to write for a purpose. More able children can form a variety of recognisable letters. Many children can link phonic sounds to letters very well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and some count purposefully during adult-led or self-initiated activities. They are able to identify a range of numerals and more able children can touch count a series of objects very well. Many recognise and competently use positional language and language relating to shape and size. More able children can grade and sort items well and are beginning to show an interest in weight and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing curiosity and a strong interest in the world in which they live. Most select and use simple tools and techniques well, to design and construct imaginatively. Many enjoy ICT and more able children use the mouse confidently. Some remember and talk about home routines and significant events that happen to them. They are gaining a sound understanding of people who help us and different cultures and beliefs, through visitors, positive images and planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move around confidently. Many demonstrate good control and co-ordination. They manage their body movements well whilst walking, running, jumping, skipping, hopping and negotiating obstacles. All children are aware of their personal needs and manage a range of healthy practices competently e.g. personal hygiene. Some dress and undress ably when changing for P.E. Children select and use tools, construction and malleable materials safely; many with increasing skill and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy a good range of creative activities. They use their bodies well to explore colour, texture, shape and form. They show an interest in what they see, hear, smell, taste and touch. They enjoy role play and more able children are developing very good imaginative skills. All make good use of body language, gestures and facial expression to indicate their thoughts and feelings. Some demonstrate a strong interest in music and join in enthusiastically with songs and dance.

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 key issues but the following are points for consideration:
- Continue to develop staff's knowledge and understanding of the Foundation Stage of Learning, thereby improving learning opportunities and teaching methods, so children are effectively included, supported and challenged across all areas of the curriculum.
- Improve opportunities for parents to share information about their child's existing skills and knowledge. Ensure parents are effectively informed of their child's progress and that they are actively encouraged to be involved in their child's learning at home.

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.