



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221790

DfES Number: 582038

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Veronica Sharpe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Coton Pre-School
Setting Address	C/O Coton Primary School Whitwell Way, Coton Cambridge Cambridgeshire CB3 7PW

REGISTERED PROVIDER DETAILS

Name	The Committee of Coton Pre-School 1029297
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ORGANISATION DETAILS

Name	Coton Pre-School
Address	Coton C. of E. School Whitwell Way, Cotton Cambridge Cambridgeshire CB3 7PW

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

Coton Pre-school has been established for over 25 years and operates from a mobile building in the grounds of Coton Church of England Primary School in Coton village near Cambridge. The pre-school is a registered charity and is managed by a committee of parents.

The group is open five mornings each week during term time from 09:05 to 12:00; during the summer term 2004 the group will be offering an additional afternoon session on a Tuesday. There are currently 30 children on roll, including 7 three-year-olds and 18 four-year-olds who are eligible for nursery education funding. The group is supporting a small number of children with identified special needs and several children with English as an additional language. Most of the children attending live in the local area and will attend the primary school.

Children have a main group room with adjoining cloakroom and toilets and there is an enclosed outdoor area. They have full use of the school grounds and regular use of the school hall.

Four members of staff are employed, most of whom have appropriate child care qualifications. Two members of staff are currently working towards an NVQ Level 3 in child care. Regular parent helpers assist at sessions and the group occasionally has students on placement. Coton Pre-school is a member of the Pre-school Learning Alliance and receives support from an Early Years Mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Coton Pre-school provides good quality care for children. The staff have developed warm and friendly relationships with the children, they join in their activities and support them with good humour. They provide a stimulating and welcoming environment where children can play safely and organise equipment and resources so children can choose their activities independently which helps them to develop their own skills and interests.

Staff supervise children effectively to keep children safe and promote good hygiene so that children learn how to stay healthy and care for themselves. A range of healthy drinks and snacks are provided at break time. Children are treated as individuals and there are systems in place to support children with special needs, although resources that show positive images of diversity are limited. Child protection procedures that help keep children safe are generally satisfactory. Expectations of good behaviour are high, which means that children are kind and co-operative and behave well.

Staff enjoy good relationships with parents and share information with them daily. Parents are invited to help at sessions and take an active part in the running of the setting through the parent committee. Documentation is satisfactory although some policies and procedures are incomplete.

What has improved since the last inspection?

At the last inspection the pre-school was asked to devise a risk assessment that would ensure hazards are identified to minimize risks to children. A committee member is now responsible for Health and Safety and a risk assessment is in place. This has identified hazards, such as the glass front door, which has been replaced, and monitors all aspects of safety both indoors and out.

The group was also asked to ensure that children learn about personal hygiene and that staff should be informed about good hygiene practice. Staff have a understanding of good hygiene practice and encourage children to wash their hands frequently, using paper towels for hand drying.

The group was asked to provide a procedure for what to do if there are allegations made against a member of staff. Although the procedure was updated in response to this action, it still contains insufficient detail and therefore needs revising. This remains a recommendation at this inspection.

What is being done well?

- Relationships between children and staff are warm and affectionate, staff join in children's activities, questioning and supporting them appropriately with consistent good humour.
- Children have use of a wide range of interesting and high quality equipment that they are able to access independently. This enables them to develop their own interests and skills.
- Children enjoy a range of healthy drinks and snacks and staff are pro-active in ensuring children drink water, particularly after exercise.
- Children's behaviour is very good. Staff lead by example, they are kind and patient and encourage children to share and be sensitive to the needs of younger and quieter children.

What needs to be improved?

- the range of images and resources that help children learn about diversity.
- documentation - to devise a procedure for what to do if a child is missing and include in the child protection policy procedures on what to do if there are allegations against a member of staff

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
9	Improve the range of images and equipment that help children learn about diversity.
14	Provide a procedure for what to do if a child is missing or lost.
14	Extend the child protection procedure to include what to do if allegations are made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at Coton Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, their communication, language and literacy and their physical development. They make generally good progress in the other areas of learning.

Teaching is generally good. Staff plan a wide variety of interesting activities which are a good balance of child initiated free play and structured adult led activities. They organise resources so that children can develop and extend their own learning and skills and question children well, wondering out loud to help children think and predict.

Planning is thorough and purposeful, however, the systems for observation and assessment are not consistent in content or frequency, which means they are not always effective in helping staff prepare for children's next steps. There are systems in place to support children with special educational needs although resources to support children with English as an additional language are limited.

Leadership and management is generally good, staff work well together and are competent and experienced. An active parent committee provides informal appraisals to support staff professional development. Staff and committee meet regularly to discuss and evaluate the effectiveness of the setting.

The partnership with parents is generally good, the notice board contains clear information about the setting and current topics. Regular newsletters keep parents informed of future developments and information about children's progress is shared daily. Written progress reports have just been implemented and are still being developed.

What is being done well?

- Some children show high levels of concentration, working on self chosen tasks, such as designing and drawing a maze until they are finished then proudly showing the result to staff.
- Children enjoy impromptu story sessions both one to one and in small groups. They listen, point to words and pictures and predict what might happen next.
- Staff provide good resources to support children's understanding of the development of butterflies and tadpoles. They encourage children to study the animals carefully and use books, posters and other resources to enhance children's understanding.
- Children move imaginatively and safely when playing outside. They walk the

white lines on the netball court, carefully putting one foot in front of the other, using their arms for balance so they don't "fall off".

What needs to be improved?

- the range of resources that provide positive images of diversity.
- further implementation of assessments to inform future planning.
- opportunities for children to explore sounds and listen to music for its own sake.
- information given to parents about the early learning goals and the Foundation Stage curriculum.

What has improved since the last inspection?

The setting now provides planned opportunities to develop children's understanding of other cultures and beliefs. However children's understanding of diversity is still limited by the range of resources and visual images that are available on a daily basis. Although there are children on roll with English as an additional language there are few resources to support them, for example dual language books or labelling.

Although some aspects of the action plan have shown generally good progress there are still some weaknesses and this remains a key issue at this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and self motivated. They are independent learners who show high levels of self esteem. They share their ideas with staff and each other and can describe their achievements with pride. They are kind and sensitive to the needs of others and their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can identify their own names and are beginning to attempt writing their own names on art work using recognisable letters. They enjoy making their own books spontaneously, writing and drawing carefully then sharing the story with staff and each other. They enjoy story time with staff and handle books independently with care and pleasure.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers in every day activities, they can count to 10 and some beyond. They use mathematical language such as in front, behind and beside in context. They have lots of fun with an egg timer which they use to time themselves tidying up or using the computer. They form patterns such as numbered caterpillar segments and use a variety of tools to sort and sequence numbers, shapes or colours.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to explore and experiment, they look at insects and wildlife, compare changes and look at differences and similarities in various animals. They use a computer independently, accessing simple programmes and use other forms of technology such as a tape player and an egg timer. Children have limited opportunities to see and experience visual images and resources that show them examples of diversity such as dual language posters or books.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively both indoors and out. They play outside exuberantly, running, stopping and avoiding obstacles. They weave through the willow tunnel and throw and catch beanbags accurately. Their hand to eye co-ordination is developed through a range of practical activities such as pouring and scooping sand or water. They build a range of three dimensional structures using both large and small construction.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and texture in a variety of mediums, they use chalks, paint and material to make collages and montages. They use play dough creatively to make models and they explore the feel of slime and wet pasta. They have a well developed sense of imagination and they role play in many of their activities, such as when playing outside they become killer whales and chase fish around the play ground.	

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

- further develop of the use of observations and assessments so that children's progress can be consistently monitored and evaluated across all the areas of learning.
- extend the range of resources and visual images that help children learn about diversity, including multi-language resources that support children on roll with English as an additional language.

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.