



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105955

DfES Number: 583759

INSPECTION DETAILS

Inspection Date 08/06/2004
Inspector Name Anne Legge

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Clyst Valley Pre-School
Setting Address Clyst St Mary County Primary School
Clyst St Mary
Exeter
Devon
EX5 1BG

REGISTERED PROVIDER DETAILS

Name The Committee of Clyst Valley Pre-School Committee 1036131

ORGANISATION DETAILS

Name Clyst Valley Pre-School Committee
Address Clyst St Mary County Primary School
Clyst St Mary
Exeter
Devon
EX5 1BG

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

Clyst Valley Pre-school is a committee run pre-school, situated in a mobile classroom in the grounds of Clyst St. Mary Primary School. The group is registered for 14 children and is open in term-time on Monday, Wednesday and Thursday from 9:15 to 11:45 and on Tuesday and Friday from 9:45 to 15:15. One half-day session a week is reserved for four-year-olds. Children attending are drawn from the local community and the pre-school is in receipt of funding for three and four year olds. It provides for children with special needs and with English as an additional language. The pre-school has close links with the adjoining school and the local Foundation Stage Advisory Service. There are four regular members of staff plus an additional person who is available for emergency cover. The supervisor is appropriately qualified and other members of staff are working towards child care qualifications.

How good is the Day Care?

Clyst Valley Pre-school provides good quality care for children. The staff are experienced in child care and they work effectively together as a team, ensuring that the pre-school runs smoothly. The premises are comfortable and inviting for children. The space and resources are used very well, providing children with a good variety of play opportunities. All the required documentation is in place, although some is not quite up-to-date or in an appropriate format.

Safety is given a high priority and all aspects of health and hygiene are satisfactory. Staff provide children with nutritious snacks and ensure that all special dietary needs are met. They have a very good understanding of all child protection and equal opportunities issues. Good systems are in place to support children with special needs and with English as an additional language.

Staff provide a very good programme of activities for children, giving them a wide range of play and learning experiences. They spend time playing and talking with children, effectively promoting their development. Staff have good relationships with children and manage their behaviour positively and appropriately.

Parents receive detailed information about the pre-school, its activities and themes. They are encouraged to become involved in their child's development and to exchange information regularly with staff. There are informal opportunities for parents to share records of children's progress, on request.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff plan a very interesting range of activities for children, which promote their development in all areas.
- Staff ratios are very good and staff interact skilfully with children, helping them to make good progress.
- Safety standards are high and children learn to recognise hazards and minimise risks.
- Staff are committed to promoting equal opportunities and to meeting all individual and special needs.
- The pre-school is well organised. The staff team is successful in its implementation of policies and procedures and very good use is made of indoor and outdoor space and resources.

What needs to be improved?

- accident and medicine records, to ensure confidentiality is maintained
- the complaints procedure and prospectus, to contain up-to-date information
- formal opportunities for parents to share records of their children's progress.

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
7	Update accident and medicine records to ensure that all entries are confidential.
12	Provide opportunities for parents to receive regular information on their children's progress.
14	Ensure that all policies and documents are regularly updated, especially the complaints procedure and the prospectus.

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

How effective is the nursery education?

Clyst Valley Pre-school provides high quality nursery education and children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff use their clear understanding of the foundation stage curriculum to plan an excellent range of activities, which support all areas of learning. They encourage children to become independent and motivated learners and use questioning, discussions and praise effectively to promote development. Staff assess children's progress in relation to the stepping stones and use this information to inform short-term plans and to meet individual needs.

Time and resources are used creatively, to provide a good balance of child-led and adult-directed activities but not all routines currently fully develop learning. Children are grouped by ability or age for some activities, ensuring that all children are appropriately challenged. Staff have very good relationships with children and manage their behaviour positively and effectively. Children with special needs and with English as an additional language are well supported.

Leadership and management are very good. The supervisor provides strong leadership to a committed and competent staff team. The committee is active in supporting staff and has established a system for staff appraisals and the identification of training needs. The supervisor is effective in identifying strengths and weaknesses of the pre-school and the staff and committee have a positive approach towards the evaluation and improvement of the care and education provided.

The pre-school's partnership with parents is very good. Staff provide very good information about procedures and activities. They encourage parents to be involved in their child's learning, by suggesting activities at home or requesting resources. Parents feel able to share information with staff at any time. Records of children's progress are available and parents can ask to see them.

What is being done well?

- Staff have a very good understanding of the early learning goals and are skilful in their interactions with children, using questioning and encouragement effectively to help children make progress.
- Staff plan very carefully for all aspects of communication, language and literacy. Children speak and listen well, develop a love of books and acquire the skills they will need for early reading and writing.
- Children develop very good independence skills. Staff encourage them to make decisions and to become responsible for their own care and behaviour.
- Children are creative and imaginative. They are confident to try out new ideas

and to explore and create freely, in a wide variety of contexts.

- Parents are encouraged to become involved in their child's learning by joining the parents' rota or the committee. They also receive detailed information about the curriculum and suggestions for ways to support their child's pre-school activities.

What needs to be improved?

- the use of daily routines, such as snack time and registration, to extend or reinforce children's learning
- assessment systems, to include details of ways in which children have achieved the stepping stones
- systems for sharing children's assessment records with parents.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. The supervisor has established effective systems for recording observations of children with special needs and for monitoring their progress. She works in conjunction with the school and area SENCOs and has a very good understanding of the current Code of Practice for Special Needs.

An effective system has been set up for assessing children's progress in relation to the stepping stones and for using this information to inform short-term plans. The system is still being developed and refined, but it is understood by staff and used successfully to ensure that all children are making progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children become very enthusiastic and independent learners. They select activities and resources and concentrate well at their chosen tasks. They manage many aspects of their personal care competently. They are confident in their relationships with each other and with adults. They learn to share and take turns and to respect the needs of others. Children respond well to the staff's high expectations and positive management of their behaviour, beginning to take responsibility for their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently in large and small group situations, often using a wide vocabulary. They express their thoughts and feelings and question adults about how things work. They discuss their experiences and make up stories. Children develop a good understanding of letter sounds through regular planned activities. They enjoy books and use them well to share stories and to find information. Children write for a variety of purposes and are given appropriate help to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count accurately and to recognise and write numerals in a variety of contexts, such as counting fish in a game or children present. They develop their understanding of number and begin to use calculation through the staff's skilful use of games and planned activities. Children learn about the features of two- and three-dimensional shapes through topics and they use mathematical language in a variety of play situations, such as comparing quantities of sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore natural objects and living things through topics such as 'The Sea'. They compare carefully and ask appropriate questions. They use their senses well in investigating materials, such as paint, dough and pebbles. Children develop a good sense of time and place through frequent discussions with staff about their family and pre-school experiences. They use technology competently and design and make purposefully, using construction kits, blocks and craft materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and carefully, demonstrating a good sense of space. They run, jump, climb and balance with increasing control, negotiating obstacles and sharing confined spaces well. They use large equipment, such as tricycles and the climbing frame, skilfully and develop good control of small equipment, such as pencils, spoons and brushes. They practise skills for throwing, kicking and catching balls. They begin to understand bodily needs, discussing being hot, hungry and thirsty.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children develop lively imaginations through well-supported role play, small world play and a variety of imaginative and creative activities. They explore and create in a range of art and craft activities, such as mixing colours to paint pebbles. They express their own ideas and respond to experiences by drawing, painting, discussion, creating stories and role playing situations. They sing familiar songs and make up their own words. They use musical instruments to explore rhythm and tempo.

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:
- identify the learning objectives for daily routines and activities, so that opportunities to extend or reinforce children's learning are maximised
- continue to develop assessments to include examples of how children have achieved the stepping stones, and share this information regularly with parents.

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.