



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139901

DfES Number: 515987

INSPECTION DETAILS

Inspection Date	21/01/2004
Inspector Name	Amanda Jane Tyson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Belmont Village Pre-school
Setting Address	St John's Meeting Room St Johns Church, Queens Road Belmont Surrey

REGISTERED PROVIDER DETAILS

Name	The Committee of Belmont Village Pre School Playgroup 1027080
------	--

ORGANISATION DETAILS

Name	Belmont Village Pre School Playgroup
Address	27 Downs Road Sutton Surrey SM2 5NR

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

Belmont Village Pre School is managed by a committee, the general running of the group is undertaken by the play leader.

The premises is a church hall attached to St John's church in Belmont. The group have sole use of the hall and the main room has recently been refurbished. Members of the public attending church funerals occasionally use the toilet facilities, however the group have prior notification of this and ensure safety precautions to protect the children are fully met. There is an outdoor area for the children to the side of the church.

The group offer sessional care both in the morning and afternoon. There is also a lunch time club.

Children are grouped together, but within a key worker system. Funded three to four year olds can attend, of which there are currently eighteen 3 year olds and four 4 year olds on roll.

There are currently nine members of staff employed, three of which are qualified to level 3, one is working towards level 3, and the remaining qualified to level 2 in early years and child care and education. The setting do accommodate students undertaking NVQ2 and 3.

How good is the Day Care?

Belmont Village pre School provides good quality care for children.

The pre-school offers a warm and welcoming environment. Staff work well as a team and the operational plan, with detailed policies and procedures works well in practice. Effective and supportive leadership ensures that staff continue to develop their skills and experience through individual guidance, team meetings, good training opportunities and a detailed induction procedure for new staff.

The pre-school plans an exciting range of stimulating activities which extends the

children's learning and helps them make progress towards the early learning goals. Activities are adapted well to meet the developmental stage of younger children and staff spend time talking, listening and challenging the children with effective questioning and they are kind and caring in their approach. There is a very good range of play resources, which enable the children to play co-operatively together in groups and which reflect positive images of race, gender and disability.

Good behaviour is encouraged and valued according to the children's different stages of development. The children play well together, demonstrate a good understanding of right and wrong and older children show consideration for younger children.

The staff have a good understanding of safety issues. There are effective procedures in place to minimise risks to children and the pre-school. The premises are clean with clear policies available on the promotion of hygiene within the pre-school.

There is an effective partnership with parents and staff are friendly and approachable. Parents are kept very well informed of children's progress and development and pre-school activities.

What has improved since the last inspection?

At the last inspection the setting agreed to; comply with any recommendations of the fire officer, ensure all existing staff complete OFSTED vetting forms, devise an outings policy and ensure that certificates confirming gas and electrical checks have been carried out are available for the inspection.

The fire officer visited in March 2003 and was satisfied that requirements were met and fire drills are conducted every two months. A clear written "outings" policy is in place. All staff have submitted the appropriate vetting forms, including CRB and gas and electrical appliances were recently checked.

What is being done well?

- Activities are well planned to provide a stimulating, imaginative and fun learning environment. The children are inquisitive, confident and motivated to explore new challenges. Circle time is exceptional. Staff are skilled at including all the children and retaining their interest.
- There is an excellent variety of resources to promote learning in all areas and the group have paid good consideration to ensuring that resources are anti-discriminatory with positive images of race, gender and disability well represented.
- Staff know the children well and ensure their individual needs are met. Children's progress and development is well monitored and younger children are well supported by caring and considerate staff and good settling in procedures.
- The children behave well and play co-operatively together. They understand right from wrong, are polite and considerate of each others differences.

- The operational plan works well in practice. Staff work well together and leadership is supportive and clearly defined.

An aspect of outstanding practice:

Circle time provides children with excellent opportunities to extend their knowledge and understanding in all areas of learning. Staff are skilled in including all the children, regardless of age and retaining their interest and concentration. The celebration of Chinese New Year was brought to life in circle time with the children comparing Chinese numbers, money and script, costumes, customs and music. The children contributed to the discussion enthusiastically. They were then motivated to extend their learning into role play at the "Chinese take-away", where they used menu's, chop-sticks and the cash till with significant purpose and later participated enthusiastically in dancing to Chinese music with paper puppet dragons and discussing different Chinese foods they had tasted during snack time. The children have retained their knowledge and are consequently developing a very good understanding of different cultures.

What needs to be improved?

- children's developmental observation notes.

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
3	Make sure that children's developmental observation notes are dated to ensure they can be used effectively to record children's progress and reports.

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

How effective is the nursery education?

Belmont Village pre-School provides a high quality learning environment and the children are making very good progress towards the early learning goals.

The children's physical, personal, social and emotional development is very well supported through positive relationships. They are confident to try new skills, explore and investigate with enthusiasm. They are inquisitive, imaginative and enjoy learning, especially about the world around them and the lifestyles and beliefs of others. Communication, language, literacy and maths are areas of real strength. The children use language articulately to express their feelings and interact and negotiate with others, they recognise letters and can link them to sounds. They count to high numbers and are developing very good calculating skills. The children's behaviour is excellent, they have a very good understanding of right and wrong and show concern for themselves and others.

The quality of teaching is very good. Staff plan effectively to provide a stimulating play environment where children's learning is extended through effective questioning and exciting practical activities. Resources are well organised and of good quality. Staff have high expectations of the children and have a clear understanding of what children are learning from the activities provided. They make very good use of the children's assessments to ensure that they are sufficiently challenged and continue to progress in all learning areas.

Leadership and management is very good. There is a consistent commitment to evaluate the provision and improve further. Staff are very well supported to develop their knowledge and experience through training and supervision.

The parents are very supportive of the pre-school. They are kept informed of their child's progress and development, are provided with good information about the setting, activities and curriculum and are encouraged to be involved with the pre-school and their child's learning.

What is being done well?

- Effective leadership and experience of the play leader helps staff develop their skills and experience of providing clear learning objectives and worthwhile activities for the children.
- The children are confident, relate well to peers and adults and are considerate of each others differences.
- The children are becoming confident mathematicians. They recognise numerals, count to high numbers and have a good understanding of number combinations and calculation.
- The children explore and investigate new experiences with enthusiasm. They

are motivated to learn, due to the well planned activities that cover all areas of the curriculum which is fostered by staff's dedicated interest in helping the children through creating a stimulating learning environment and encouraging their self esteem.

- The children use language well to communicate their feelings and ideas. They demonstrate a clear understanding that print carries meaning, make marks and write with a purpose.
- The children behave well. They are caring and considerate of each other, eager to help, demonstrate a good awareness of right and wrong and play well together in groups.
- The curriculum plans, both long and short term are clear and evaluative. Assessments of children are used to effectively plan for children's next stage of development.

What needs to be improved?

- Children's self help skills during snack time.
- Resources to help children develop their skills in the use of technology.
- Opportunities for children to create their own designs with a wider range of creative materials.

What has improved since the last inspection?

The pre-school has made very good improvement since the last inspection.

The programme for maths has enabled good opportunities for children to develop their understanding of numbers and calculation. Staff are creative in the ways in which they incorporate number language into activities and daily routines and the children are confident in solving practical mathematical problems.

Staff are skilled story tellers and the children participate enthusiastically. They are interested in books and use the book corner independently.

There are good opportunities for children to write with a purpose. The children understand that print carries meaning, which is very well highlighted in their imaginative play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They are motivated to learn, confident, independent and happy. They form very good relationships with adults and each other and are considerate of each others differences. The children behave well, take turns and demonstrate a good understanding of right and wrong. They have high levels of concentration, which is demonstrated in their interest in learning about the cultures and beliefs of others and listening to stories.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. The children initiate conversations and use language to express their thoughts, feelings and ideas. They understand that print carries meaning, make marks and write with a purpose. The children can recognise letters and link them to sounds. Four year olds can write their names and most 3 year olds can write some letters of their name. The children enjoy listening to stories and show a keen interest in books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Their learning is re-inforced by skilled inter-action from staff who foster their interest in spontaneous challenges. The children use number language in context, count to high numbers and are developing a very good understanding of calculation. Their mathematical confidence enables them to use their ideas to solve practical problems. They learn about size, measure, shape, patterns and volume through daily routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They are very interested in the world and community they live in, which is fostered by the interesting and worthwhile topics planned by the staff. The children are inquisitive and confident in asking questions about why things happen and how they work. They have a good understanding of "yesterday" and "tomorrow" and are enthusiastic to share their family news. The children build and construct with interest and use available technology resources

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They participate in regular music and movement activities and games. The children move confidently with co-ordination and have good awareness of space. They use small and large equipment with ease and have a good understanding of health and bodily awareness, which is supported through daily routines, topics and books.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. They have many opportunities to participate in singing, which is a key feature of the nursery. The children listen to a variety of different types of music, sing songs from memory and are developing their understanding of rhythm. The children act out real and imaginary experiences, which is fostered by the excellent role play opportunities provided. They explore colour and can differentiate and choose colours for a purpose.	
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 could be given to the following:
- Obtain a variety of equipment and resources to help children develop their skill in the use of technology, i.e. computer, programmable toys, calculators etc.
- Provide children with the opportunity to help themselves to drinks at snack time.
- Provide a more varied selection of materials and resources to enable children to make their own decisions and create more detailed designs and models on a daily basis.

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.