



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY256882

DfES Number: 116709

INSPECTION DETAILS

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| Inspection Date | 28/09/2004 |
| Inspector Name | Elizabeth Juon |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Speen Pre-School |
| Setting Address | Studridge Lane Speen Princes Risborough Buckinghamshire HP27 0SA |

REGISTERED PROVIDER DETAILS

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|------|--------------------------|
| Name | Speen Pre-School 1030443 |
|------|--------------------------|

ORGANISATION DETAILS

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|---------|--|
| Name | Speen Pre-School |
| Address | Studridge Lane Speen Princes Risborough Buckinghamshire HP27 0SA |

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

Speen Pre-school opened 30 years ago. It operates from the village hall in Speen, a village located between Princes Risborough and High Wycombe. They have use of the hall, kitchen, toilets and a small outside area. The group also have an outside play area with play equipment, available a short walk from the hall. The pre-school serves the local community and beyond.

There are currently 21 children on roll. This includes 14 three-year-olds and 2 four-year-olds who are in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. There are currently no children attending who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.30 until 12.15 on four days and 10.00 until 13.00 on Wednesday, when children in their last term before school attend and stay for lunch.

There are currently seven members of staff, one full-time and six part-time, who work with the children. Over half the staff have early years qualifications to level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Speen Pre-school provides good quality care for children. The staff team are friendly and efficient. They work well together and compliment each other's strengths. They prepare the room on a daily basis, to be appealing to the children and foster their imagination. There is a varied selection of resources to encourage children's development in all areas of learning. Comprehensive policies and procedures underpin the good working practices in the pre-school and all required documentation is in place, with the exception of a fire drill log book.

Staff maintain a safe environment for the children, both inside and outside. Staff

promote good hygiene practices and help children to learn self-care skills. A nutritious snack is provided, however, lunch-boxes provided by parents are not stored to maintain a safe temperature. Staff have a good understanding of children's individual needs and treat children with equal concern. They have a very good understanding of special needs issues and work with parents and other professionals to support these children in the group. Staff understand the need to protect children and appropriate procedures are in place if concerned about a child.

Staff ensure all children have equal access to a range of stimulating and interesting activities. The activities are easily accessible to the children and they enjoy the choice offered. The pre-school provides a wide selection of resources which promote positive images of society. There are opportunities for outdoor play and local outings are undertaken. Children are well behaved and polite. Staff are good role models and frequently praise and encourage the children.

The partnership with parents is good. There is a supportive committee. Parents are welcomed into the group and good relationships are evident between the adults. There are effective systems in place to share information covering all aspects of care, but some records do not always maintain confidentiality.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff prepare the room well on a daily basis to provide a stimulating, colourful and welcoming environment for the children. Space is used effectively to offer different areas to play. Good use is made of large notice-boards to display posters and art work.
- The wide variety resources are in good condition and provide opportunities for children to develop in all areas.
- The pre-school is managed efficiently, which is evident in the preparation of comprehensive policies and procedures and organisational plan that underpin the good working practices in the group.
- The adult to child ratios are high. Staff are deployed well to offer children support at activities. Additional staff are recruited to offer one to one support for children with special needs.
- The partnership with parents and the committee is very good. Good relationships between the adults is evident and beneficial to the care of the children.

What needs to be improved?

- health and safety, by devising a system to assess and record fire drills and a method to maintain packed lunches at a safe temperature

- confidentiality, by ensuring that children's names are not entered inappropriately in documentation.

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 |
|-----|---|
| 6 | Make sure that fire drills are accurately recorded and assessed. |
| 8 | Ensure that the contents of lunch boxes are stored to maintain a safe temperature in accordance with environmental health guidelines. |
| 12 | Ensure confidentiality is maintained when recording children's names in the incident book or in the planning. |

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

How effective is the nursery education?

Speen Pre-school provides high-quality nursery education, which enables children to make very good progress towards the early learning goals. Provision for their personal, social and emotional development as well as communication, language and literacy, knowledge and understanding of the world and creative development, is particularly well planned.

The quality of teaching is very good. Staff have a good knowledge of the early learning goals and use the stepping stones well to support children's progress. Teaching methods encourage children to engage in conversation and staff use effective questioning techniques to extend children's thinking. Staff plan an exciting curriculum to challenge children and create an environment in which they develop their creativity and imagination. Staff do not fully extend children in mathematics and physical development. They use the assessment system well to ensure activities provide challenge for children's individual needs. Staff give children a good level of support and those with special needs are encouraged to participate in the full range of activities. Staff are good role models and management of children's behaviour is very good.

Leadership and management of the pre-school are very good. The joint supervisors and committee provide valuable support to the well established staff team. Good team work is evident. Annual appraisals identify staff development needs and staff undertake training to update and improve their skills. Staff show a clear commitment and enthusiasm to the ongoing improvement of the care and education for all children. Planning meetings are held every half term. Evaluation of the planned activities is undertaken daily and is used as a tool for future improvements to the provision.

Partnership with parents is very good. Parents are happy with the nursery education provided. Good written information is given to parents on all aspects of care and education. Verbal information is shared daily.

What is being done well?

- Staff manage behaviour very well and show consistent interest and involve themselves in children's play at child level. They provide resources and practical activities which are appealing, fun and challenging.
- Staff encourage the development of the children's vocabulary with good questioning techniques and conversation. Children's spoken language and writing skills are developing well as a result of the good range of planned activities.
- Staff support children's development of mathematical skills through activities and everyday play situations.

- Staff provide good support for children with special educational needs enabling children to participate in all activities.
- Partnership with parents is good. Parents are encouraged to come into the nursery and to share in their children's learning. Parents are provided with good written information.

What needs to be improved?

- the opportunities for children to do simple calculations
- the planning to include outdoor physical activities with a clear learning outcome.

What has improved since the last inspection?

Very good progress has been made since the last inspection. No weaknesses were reported but the following points were raised for consideration: continue to maintain standards achieved and encourage children to recognise and use numbers in practical situations.

High standards have been maintained and children have the opportunity to recognise and use numbers in practical situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their ideas and needs confidently to adults. They have developing independence skills, which are encouraged by staff, and they are well motivated to experience the activities on offer. Children respond positively to staff, form good relationships with adults and peers and show consideration for others. Children are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversation, they listen well. Staff encourage the development of the children's vocabulary with good questioning techniques and conversation. Children confidently find their name cards and are beginning to understand that print carries meaning. Children's spoken language and writing skills are developing well as a result of the good range of planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in everyday situations. Most children are confident to count up to and beyond ten and recognise numerals from one to nine. Children use simple mathematical words to describe position and shapes. Children recreate simple patterns. Staff support children's development of mathematical skills through activities and everyday play situations, but do not fully extend opportunities to calculate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills. They use a range of materials, construction activities and malleable materials to extend and develop their skills. Children are beginning to understand and use a selection of everyday technology including a tape recorder with headphones. The children explore and investigate their world through a range of activities providing first hand experience. Children recall information and share experiences such as holidays and birthdays.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co-ordination and confidence in movement. They have spatial awareness for themselves and others. The children are confident in their independence skills and show good awareness of basic hygiene. Children use a range of tools and activities to enhance their physical development. Staff miss opportunities to provide regular, planned outdoor activities.

| CREATIVE DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| Children experience a good range of resources and opportunities to explore a variety of media and materials. Children express their ideas freely through a range of activities including small world play and role play in the 'greengrocers'. Children are enthusiastic about making music and enjoy singing familiar songs and rhymes. | |
| 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:
- the opportunities for children to further extend their development in mathematics and physical development.

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.