



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 502193

DfES Number: 514551

INSPECTION DETAILS

Inspection Date	09/07/2004
Inspector Name	Lorraine, Susan Fay

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Croston Pre-School
Setting Address	The Old School Church Street, Croston Leyland Lancashire PR26 9HA

REGISTERED PROVIDER DETAILS

Name	The Committee of Croston Pre-School 1021031
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ORGANISATION DETAILS

Name	Croston Pre-School
Address	The Old School Church Street, Croston Leyland Lancashire PR26 9HA

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

The Croston Pre School is a well established setting situated in the rural village of Croston. The pre school is sited within the old school building just off Church Street and operates from Monday to Friday, term time only. The opening hours are from 09:15 until 15:45 Monday and Tuesday and from 09:15 until 12:00 Wednesday, Thursday and Friday.

The setting is registered under full day care for a maximum of thirty children from two to five years of age, only nine children aged two years can attend at any one time. There are a total of fifty five children on register thirty three of whom are in receipt of funding, of these nineteen are aged three years and the remainder are aged four. There are no children who speak English as a second language and one child with identified special needs. There are eight staff employed, six hold relevant child care qualifications and one staff member is employed as an administrator. The pre school manager is a qualified teacher (including early years).

Children have access to an entrance hall, large activity area, a quiet room, bathroom and a secure outdoor play area. There is also a kitchen, staff toilet facilities, storage areas and a staff room/office.

This setting is a member of the Pre School Learning Alliance and receives support from the Early Years Development and Childcare Partnership (EYDCP) teacher team.

How good is the Day Care?

The Croston Pre School provides good quality care for children.

The premises are warm and welcoming in which children feel secure and happy. Excellent use is made of all available space and resources both within the setting and out of doors. Children get to know their local community, they visit the local home for the elderly and enjoy walks around the village. A wide selection of quality equipment is available to all children, the staff make good use of the early years

resource centre in relation to loaning specialist equipment. Documentation is generally kept to a very high standard, however lacks detail in relation to the child protection policy.

Staff place an emphasis on safety and ensure the correct safety features are in place. Children enjoy healthy eating, they eat fruit at snack time and learn about food which is good for them. Staff introduce children to very good hygiene practices through their daily routine, children know about germs and the importance of hand washing at appropriate times throughout the session.

Staff plan a wide range of interesting and challenging activities, children develop great imaginations through good quality role play and craft activities. Staff are very good role models who have high expectations of children. As a result children are exceptionally well behaved, polite and considerate. The SENCO ensures the inclusion of all children and offers sound support to other key workers. This setting makes very good use of the early years resource centre in relation to the lending of specialist equipment.

Parents are kept well informed of pre school business and take an active part in activities. Parents make phonic sacks for the benefit of other parents and their children. Parents are represented on the committee and speak extremely highly of the service provided by this pre school setting.

What has improved since the last inspection?

At the last inspection this setting agreed to up date the child protection policy in line with Area Child Protection Committee procedures and to obtain written permission from parents in relation to the seeking of any emergency medical advice or treatment.

The child protection policy has been up dated, however further up date is required. All parents are now asked to give written permission for the seeking of any emergency medical advice or treatment. This ensures the needs of the children are met should such an emergency arise.

What is being done well?

- Excellent use is made of all available space both within the setting and out doors. Children benefit from a routine which utilises all areas. Children get to know their local community they enjoy visiting the local home for the elderly and walks around the village.
- Staff plan a wide range of interesting and challenging activities for all children. Children develop great imaginations through good quality role play, they take the role of the doctor, the hairdresser and the travel agent. Children explore and investigate, they watch in wonder as the chalk expands in the water and learn about the workings of the camera.
- The premises are warm and welcoming and are enhanced by displays of children's art work. Children are secure and happy and move around the

setting with confidence.

- Children are introduced to good hygiene practices through their daily routines, they know about germs and wash their hands at appropriate times during the session.
- The staff get to know the children very well and plan for their individual needs. The SENCO displays enthusiasm and offers support to key workers caring for children with identified special needs. Very good use is made of resources and specialist equipment some of which is loaned from the early years resource centre.
- Partnerships with parents is very good, staff and the management committee ensure that parents have detailed up to date information about the setting. Staff encourage parents to participate in children's learning, some parents have made story sacks for the benefit of other parents and the children. Parents speak extremely highly of the service provided by this setting.

What needs to be improved?

- child protection procedures.

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
13	Ensure that the child protection policy includes procedures to be followed should there be an allegation made against a staff member. Ensure that the child protection policy includes the contact details of the social services and the police.

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

How effective is the nursery education?

The Croston Pre school provides very good quality education overall. As a result children are making very good progress in all areas of learning.

The quality of teaching is very good, all staff have a very good knowledge and understanding of the early learning goals and the stepping stones. They are excellent role models who have high expectations of children, as a result children are exceptionally well behaved within the setting. Children learn to be polite and considerate to their peers and adults. Staff display great enthusiasm when planning a wide range of interesting and challenging activities. They keep detailed and pertinent records in relation to children's progress and development through the stepping stones. Staff place a high emphasis on fun and learning in a safe environment.

Leadership and management is very good. The manager leads with enthusiasm and is supported by an equally enthusiastic management committee. Staff know their roles and responsibilities and are kept up to date with current child care issues. They access a wide collection of literature including training manuals and child care publications. Staff benefit from a regular appraisal system, training schedule and support in relation to assessment and the planning of activities. Staff contribute to the settings evaluation of service programme. This system encourages all staff in ensuring that the continuing needs of children are met within this setting.

Partnerships with parents is very good. Parents are provided with detailed information about the setting as well as an explicit guide to the early learning goals. Staff, management and committee members work effectively with parents to promote children's learning. Parents contribute to themes and imaginative links are promoted between home and the setting. Parents take home story sacks of which some parents have contributed to the delightful contents. Parents speak highly of the level of education provided.

What is being done well?

- Children are interested and highly motivated to learn, they work very well independently and in groups. They pay attention when participating in the dressing up game.
- Children learn to link letters to sounds, they follow the sequence of the story very well and take delight in watching the actions of the story teller. They enjoy a wide variety of text around the setting and are skilful when handling books.
- Children count confidently to ten and beyond, they use addition and subtraction when calculating the number of children seated at the table during snack time. They learn to problem solve when stacking the shapes on

the shape stack.

- Children explore the workings of equipment, they take delight in exploring the workings of the camera and learn about developing the film. Children discuss digital camera and laugh as they examine each others eyes through the magnifying glass.
- Children explore colour and texture, they describe the feel of the sand and delight in mixing colours. They develop great imaginations through high quality role play, they make appointments in the hairdressers and chose holidays from brochures in the travel agents.
- Partnerships with parents and carers is very good, parents are provided with explicit information about the early learning goals and take an active part in children's learning. Parents make story sacks for other parents and children to use and are represented on the management committee.

What needs to be improved?

- Point for consideration:
- the continuous opportunity for children to enjoy continuous provision, and participate in focussed activities using the outdoor play area.

What has improved since the last inspection?

Very good progress has been made since the last inspection.

An effective appraisal system takes place on a regular basis for all staff members. The manager and the allocated committee member take pride in ensuring that staff members have access to high quality training appropriate to their posts. The manager and contact person review plans and assessment records offering support and guidance to key workers. All staff are given allocated planning and assessment time away from the children. This setting also makes very good use of the early years teacher team for further guidance and support in relation to planning and assessment. As a result the quality of teaching, planning and assessment remain at a high quality.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested and highly motivated to learn, they pay attention and are enthusiastic when working individually and in groups. Children take opportunity to select their own resources, they chose their own materials during the craft activity. They are excellent in taking turns, they use the 'sand timer' to ensure that equal time is given when using the computer. Children learn to be considerate and polite and they behave exceptionally well within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have very good listening skills, they enjoy listening to stories and take delight in watching the teacher using the props during the monkey story. Children link letters to sounds and contribute words starting with the letter of the week. Children make very good use of the phonic sacks and enjoy continuing a rhyming string for example Teddie, Freddie, Eddie. They are very good writers and make excellent use of the mark making area. They enjoy a variety of text around the setting.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident counters, they count to ten and beyond. They sequence number very well when using number sequence cards. Children are skilful when using addition and subtraction, they calculate the numbers of children seated during snack time and during the counter activity. They learn about height and depth, they measure the depth of the soil when planting and their own height when using the height chart. Children problem solve when stacking shapes onto the shape stack.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore the workings of the camera, they know about developing film and learn about the digital camera. Children design and make kites and show great interest when looking at each others eyes through the magnifying glass. They use a variety of programmable toys and are very skilled when using the computer, keyboard and mouse. Children learn about their local community and the 'wider world' they celebrate the Chinese New Year, Diwali and write poems to celebrate National Poetry Day.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move around with confidence and are developing very good control over their bodies. They thoroughly enjoy the obstacle course, they are skilful when climbing the ladder and delight in going up, under and jumping the rope. Children learn about space, they find their own space in the circle during story time. Children handle tools very well, they use scissors to cut shapes during the craft activity. They use very good hand eye co-ordination when throwing bean bags into the tub.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour and texture, they learn to mix colour and show excitement when mixing red and blue to make purple. Children build a wide repertoire of songs and enjoy high quality role play. They take the role of the doctor, the hairdresser and the travel agent. Children experiment with a variety of musical instruments, they beat out the rhythm of their own names and familiar songs and tunes. Children make very good use of props, they use chairs to make a caravan.	

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:

- Point for consideration:
- continue to develop opportunities for children to enjoy continuous provision, and participate in focussed activities using the outdoor play area.

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.