



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221777

DfES Number: 582044

INSPECTION DETAILS

Inspection Date 25/01/2005
Inspector Name Heidi Falconer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fen Drayton Pre-School
Setting Address Cootes Lane
Fen Drayton
Cambridge
Cambridgeshire
CB4 5SL

REGISTERED PROVIDER DETAILS

Name The Committee of Fen Drayton Pre-school 1031167

ORGANISATION DETAILS

Name Fen Drayton Pre-school
Address Village Hall
Cootes Lane
Fen Drayton
Cambridgeshire
CB4 5SL

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

Fen Drayton Pre-school opened in 1982 and operates from the main hall in Fen Drayton village hall. It is situated in the village of Fen Drayton. A maximum of 25 children may attend the pre-school at any one time. The pre school is open each weekday during school term times from 09:15 to 12:00 on Monday's, Thursday's and Friday's and from 12:45 to 15:15 on Wednesday's. All children have access to a secure, enclosed outdoor play area.

There are currently 13 children from 2 to 4 years on roll. Of these, 7 children receive funding for nursery education. Children come from a wide area.

The pre- school employs 3 staff. The manager holds appropriate early years qualifications. 1 member of staff is working towards a qualification.

How good is the Day Care?

Fen Drayton Pre-School provide good quality care for children.

The group have experienced and qualified staff who show clear understanding of their roles and responsibilities, helping the provision to meet the needs of the children. Good deployment of staff and a high adult to child ratio ensures that children are well supervised at all times and receive good support in their activities. Staff create a warm and welcoming environment for children and parents, ensuring that a range of activities are attractively set out prior to the children attending and through the way they greet children and parents warmly. All of the required documentation is in place.

Children's safety is promoted through the staffs awareness of potential risks and the steps they take to minimise these. Staff ensure that the children are supervised at all times, whether indoors or out. Staff are aware of hygiene issues and ensure that there are effective hygiene practices in place to minimise the spread of infection and promote children's health. Staff are aware children's dietary requirements and provide a balanced range of snacks which help children learn about healthy eating.

Good staff interaction with the children means that the children are encouraged, supported and feel confident in a range of activities. Staff interaction means that toys and resources are used to maximum effect, helping children to extend their play. Staff use their experience and knowledge of how children learn plan and provide a wide range of activities that promote development in all areas. This ensures that children are stimulated and interested in the activities provided. Children are learning appropriate behaviour. Staff manage behaviour in a calm way, encouraging children to share and co-operate with each other. Children respond to what staff say.

Parents speak highly of the provision and the care given to their children, information is shared with parents to ensure that children's needs are met.

What has improved since the last inspection?

At the last inspection the group were asked to improve their documentation by ensuring that, staff records were stored on the premises, keeping a record of all visitors, update the behaviour policy to include a reference to bullying and to review all of the policies and procedures to ensure that current practice is reflected. The group have met all of these actions. All documentation is now up to date and complete, ensuring that children's welfare and safety is promoted and their individual needs are met.

The group were also asked to ensure that all staff and volunteers have completed Ofsted's vetting procedures. The group now has procedures in place to ensure that necessary checks are been carried out so that they can demonstrate that all staff and volunteers are suitable to work with children.

What is being done well?

- Staff plan and provide a range of play opportunities and equipment which support children's learning in all areas. Children are happy, occupied and eager to participate in what is on offer.
- Children arrive happy and confident and are warmly welcomed into the group by staff who show a genuine interest in the children. The staff work hard to successfully create a stimulating and attractive environment for children. They display children's art work and attractively display and set up resources which the children are keen to explore.
- Children are learning appropriate behaviour, they share toys and equipment freely and show an understanding of the need to take turns and co-operate. Staff give children opportunities to manage their own behaviour and intervene consistently and appropriately when necessary.
- Relationships between children and the children and staff at the group are very good. Children benefit from staff who are interested in what do and say, staff talk and play with them. This helps them to develop their language and mathematical thinking. Staff praises children's efforts so that they can become confident and independent.

What needs to be improved?

- resources, with regard to reflecting positive images of culture, ethnicity, gender and disability
- the confidentiality of accident records.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Develop resources to ensure that children have an appropriate range of activities and resources that promote positive images of culture, ethnicity, gender and disability.
14	Ensure that all records relating to accidents that children have are kept confidential.

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

How effective is the nursery education?

Nursery education at Fen Drayton Pre School is acceptable and of good quality overall. Children make very good progress towards the early learning goals in communication language and literacy, mathematical development and physical development and generally good progress in all other areas of learning.

Teaching is generally good. Staff plan across all areas of learning using their knowledge of the Foundation Stage. They plan interesting and practical activities to help children learn in a stimulating environment. Staff know individual children well, and show a understanding of how children learn. Planning shows links to the stepping stones. Appropriate challenges are set for younger children but the stepping stones are not being used fully to extend and challenge the older or more able children.

Assessments are linked to the stepping stones however it is not clear how these assessments are used to inform future planning. Focused activity sheets concentrate on general learning intentions for all children but do not always show how activities will be adapted to meet individual children's needs.

Leadership and management is generally good. The staff team work well together and are clear about their roles and responsibilities. Good deployment of staff ensures that children receive good support in activities. Staff meet on a regular basis to discuss their work. Staff appraisals are in place. Good liaison with local schools is maintained. The group recently developed a system to monitor and evaluate the educational provision

Partnership with parents is generally good. They are given clear information about the six areas of learning and how these relate to the early learning goals. Regular newsletters and weekly activity sheets keep parents informed of topics and ways that they can contribute. The group have just started to share children's records with parents this will allow them have the opportunity to discuss next steps of learning for their child.

What is being done well?

- Children are confident and enthusiastic learners who choose and initiate their own activities from a range provided. Children share resources well with each other and are able to negotiate, taking into consideration other's feelings.
- Children are confident speakers, they are given lots of opportunities to speak in large and small groups. Staff encourage children's language skills by asking open ended questions and giving children time to talk about experiences at home.
- Mathematical development is well planned for and ensures that children are

given opportunities to use number, calculating, space, shape and measure in planned and spontaneous activities.

- Staff work well together to create a well resourced and stimulating environment where children are involved in a wide range of activities within the group and in their local community.

What needs to be improved?

- planning to ensure that there is a balance across all areas of learning and to ensure that activities offer appropriately progressive challenges for older or more able children and build on what they already know
- the system for monitoring and evaluating the effectiveness of the education provision.

What has improved since the last inspection?

Very good progress has been made with the key issues raised at the last inspection. The group were asked to give more emphasis to the development of the early skills required in reading by making greater use of resources such as name cards, captions and notices and by encouraging children to use and enjoy the book corner. Staff have created a attractive and comfortable book area which children use freely. Staff spend time with children in the book corner supporting them in looking at books and sharing stories with them. Children are given lots of opportunities to understand that print carries meaning, for example they collect their names on arrival and staff use labelling in the room and on displays.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their carers happily and are confident and enthusiastic learners. Children's independence is being fostered through being able to serve each other at snacks times and in their opportunities to self select equipment. Children show high levels of self esteem and form good relationships with each other and adults in the group. Children are learning to co-operate and negotiate with each other. Children have some opportunities to celebrate festivals from different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Children are confident speakers in large and small groups. Staff support children's developing language skills by linking sounds to letters at appropriate times. Children enjoy discussions and activities about the letter of the week. Children understand that print carries meaning through books and labelling of displays. Children enjoy stories and show an interest in books and are able to use them correctly. Some children are able to write their name

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children are able to count confidently beyond 10. Staff encourage children to develop a understanding of calculation and comparison through every day and planned activities. Staff set problems for more able children e.g. how many more girls than boys do we have in the group. Some children are able to add numbers confidently. Planned activities give children opportunities to weigh, measure and compare objects. Children use mathematical language well to describe shape, size and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a sense of time and place through topics and activities involving visits in their local community. Some opportunities are missed for children to learn about other cultures and beliefs. Children have some use of programmable toys, and opportunities are provided for them to use everyday technology however children have limited use of a computer. There are some planned activities for children to choose different methods of construction and joining of materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively indoors and out. Planned activities are used to help children develop a wide range of skills e.g. running, jumping, throwing and catching. Children are learning how their bodies work and how to look after themselves through planned and spontaneous activities. Children demonstrate their increasing manipulative skills with small apparatus and tools .e.g scissors and paintbrushes. They show good control over tools and enjoy activities such as sewing.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children learn to explore textures and colours through a variety of activities such as playdough, colour mixing, sand and gloop. Children draw and paint with confidence, talking freely about what they have done and showing pride in their work. Children enjoy and join in with songs enthusiastically, opportunities are provided for them to use musical instruments. Children show enthusiasm for role-play and resources such as puppet theatres and small world toys are provided to support this.

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

- develop planning to ensure that there is a balance across all areas of learning and to ensure that activities offer appropriately progressive challenges for older or more able children and build on what they already know
- continue to develop the system for monitoring and evaluating the effectiveness of the education provision

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.