



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143123

DfES Number: 518280

INSPECTION DETAILS

Inspection Date 02/03/2004

Inspector Name Helen Hunt

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Montacute Pre-School

Setting Address Baptist School Rooms
South Street
MONTACUTE
Somerset
TA15 6XD

REGISTERED PROVIDER DETAILS

Name The Committee of Montacute Pre-school

ORGANISATION DETAILS

Name Montacute Pre-school

Address Baptist School Rooms
South Street
Montacute
Somerset
TA15 6XD

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

Montacute Pre-School was started in 1991 and operates from the Baptist Church Schoolrooms in the centre of the village of Montacute. The group uses one main room for activities, with access to kitchen and toilet facilities, and a fully enclosed rear garden. The group serves the local community and has connections with a variety of first schools.

The pre-school is registered to provide 24 places for children aged between two and five years old. The group is registered to accept funded three and four year olds and currently has 20 three year olds and 10 four year olds in receipt of funding.

The group is open five days a week during school term time. Sessions run from 09.15 - 12.00 each morning, with extra sessions for 'rising fives' on Monday and Wednesday from 13.00 - 15.30. Parents run the lunch session on these days.

Five members of staff work with the children, a majority of whom have level three Early Years qualifications or are studying for them. The group is a member of the Pre-school Alliance and works closely with the Early Years Childcare and Development Partnership.

How good is the Day Care?

Montacute Pre-school provides good quality day care for children.

Staff are well qualified and experienced and make both children and parents welcome when they arrive at the group. An extensive range of activities is prepared for the children before they arrive and these activities are varied throughout the session.

Good attention is paid to safety. The premises are risk assessed both indoors and out and fire drills are carried out at regular intervals and recorded. Children are set simple rules such as not accessing the kitchen area and are supervised by staff when going out into the garden as there are a series of steps and uneven surfaces.

Staff promote good hygiene practices by ensuring children always wash their hands before snack time and by using anti bacterial spray to clean tables.

Parents are provided with good information about the group and given a prospectus which is personalised to each child. They are given daily feedback about the progress and care of their children. Professional records are stored confidentially, however the complaints procedure does not contain details of OFSTED.

Resources are plentiful and well used to provide interesting and stimulating activities where the children are free to explore and investigate. Storage for resources is mainly upstairs and the play space is a little cluttered and untidy. There is nowhere to store bikes outdoors. The premises are spacious but barely warm enough on a cold day.

What has improved since the last inspection?

At the previous inspection the group was asked to write a staff recruitment policy. This has now been done and is used when appointing new staff.

Keep staffing records on the premises. A file has been created and details of qualifications and vetting are kept within this.

Make sure a medication policy is in place and shared with parents. Parents are now asked to complete a consent form for medication and sign a further form confirming dosage should medication be given. Consent is also sought for emergency medical treatment.

Drinking water was required to be available at all times. This is now provided in a jug in the playroom and children can request this throughout the session.

What is being done well?

- Resources are plentiful and rotated regularly to give variety throughout the session.
- A wide range of activities is offered particularly in the free play sessions at the start of the session.
- Relationships with parents are good and staff value the information given to them about their children and use this to help them develop.
- Good attention is paid to safety and risk-assessing the premises.
- Children's behaviour is good and well-managed by staff who demonstrate consistency.

An aspect of outstanding practice:

Resources are plentiful and rotated to give variety when activities change after break time. An extensive range of activities is offered particularly in the free play sessions at the start of the session. Relationships with parents are good and staff value the information given to them about each individual and use this to help them develop.

Good attention is paid to safety and risk assessing the premises. Children's behaviour is good and well managed by staff who demonstrate consistency.

What needs to be improved?

- details within the complaints procedure
- temperature of the play space
- organisation and storage of equipment and resources.

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
4	Improve the organisation and storage of equipment and resources, and maintain the playspace at the appropriate temperature.
14	Include details for OFSTED in the complaints procedure.

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

How effective is the nursery education?

The quality of the nursery education is very good.

Children are making very good progress in all six areas of learning.

The quality of the teaching is very good.

Staff have a very good understanding of the early learning goals and use this when planning a very broad range of activities. Individual needs are assessed and activities take into account different ages and abilities of the children. Staff manage behaviour well when using large pieces of equipment and teach children basic rules such as queuing to take a turns on the slide and sharing the computer. Staff encourage children to investigate and explore by providing an extensive range of free play activities. Generally they supervise as necessary, but also stand back. This can lead to some opportunities being missed in naturally occurring activities to extend children's learning, particularly in maths. The learning environment is well-managed but storage is a problem and overwhelming amounts of books cause clutter and can prevent children selecting these easily. Staff provide a calm and safe environment and are very skilled in settling new children into the group.

Partnerships with parents are very good.

Parents are given good information about the group and this is personalised for their child. Good opportunities are provided for feedback both informally each day and more formally at parents evenings. The notice board is used to inform parents of activities within the group and how these link to the Early Learning Goals. Parents of children with special needs are well supported.

Leadership and management is very good.

Staff are well qualified and work well as a team. There is a strong commitment to improving practise and staff regularly update their skills and attend training. The nursery education is well monitored and staff are currently improving their recording of observations and assessments in line with the stepping stones. Parent questionnaires are used to self assess the provision.

What is being done well?

- Children are confident, well behaved and settle quickly into their play.
- Children are provided with a broad range of activities and resources which are regularly rotated.
- Children have good communication skills and use a good range of vocabulary.

- Children are able to count well and use mathematical vocabulary. They have a very good understanding of shape.
- Children have good computer skills and use these to solve problems.
- Children are well coordinated and handle tools confidently.
- Children are very creative and imaginative in role play and free play activities such as construction and craftwork.
- Staff have a good understanding of individual need and use this to plan and implement a very broad range of activities.

What needs to be improved?

- Use of naturally occurring activities to extend problem-solving in mathematics.
- Use of and storage of books in the book corner.

What has improved since the last inspection?

Improvement since the last inspection is very good.

The group had no key issues but were given two points for development.

Point one asked for there to be continued development for children to record numbers.

Much emphasis is now placed on number work and children can count and write numbers competently.

The second point required the group to extend resources which promote the use of Information technology.

This has been greatly improved and children now have daily access to a computer and software at an appropriate level.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to come into the group and select resources for themselves in free play sessions. They are able to work alone or in small groups and are happy to take turns on the computer or slide. They sit and listen attentively at registration time and are happy to join in with the celebrations of one child's birthday. Their behaviour is very good and they show great respect for each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident to talk to each other and adults about themselves and their play. They use vocabulary well and are keen to write signs and symbols. They can recognise their names from labels used at snack time. They listen attentively to stories and are very happy to share their views about these. They competently repeat rhymes and songs. Too many books are stored in the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to name complex shapes and move them around to fit in puzzles on the computer. Four year olds can count to ten and beyond and sort objects by number. They are very familiar with mathematical vocabulary such as more than and less than. They create complex patterns with beads and can fix together difficult shapes during construction activities. Limited use is made of naturally occurring tasks for solving problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good access to technology and have good keyboard and mouse skills when using the computer. Children show a good understanding of the natural world and compare "bugs" found in the sand tray to those found in their gardens. They talk confidently about things they have done in the past and hopes for the future. They take an active part in village life and enter a float in the carnival.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very competently on a slide, balance on a beam and bounce on a trampoline. The exercise to music and describe how this is keeping them fit and healthy. They handle small tools such as pencils and paintbrushes very well and are able to thread beads and produce difficult constructions.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to select from a broad range of media to produce individual, imaginative craft work. They use their imagination very well to act out role play of home improvements. They choose a broad selection of colours in free painting sessions. Construction work is very complex and original.

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 key weaknesses but two points for consideration.
- Review the positioning of the book corner to extend the use of books by the children.
- Extend the use of naturally occurring tasks to develop problem solving skills in mathematics.

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.