



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106209

DfES Number: 521393

INSPECTION DETAILS

Inspection Date	17/03/2004
Inspector Name	Janet Butlin

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Salcombe Pre-School
Setting Address	Onslow Road Salcombe Devon TQ8 8AG

REGISTERED PROVIDER DETAILS

Name	The Committee of Salcombe Committee
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ORGANISATION DETAILS

Name	Salcombe Committee
Address	Onslow Road Salcombe Devon TQ8 8AG

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

Established in 1972, and in its current, own, purpose built building since 2001, Salcombe Pre-school is run by a committee of parents and is registered to provide full day care for up to 26 children aged from two to five years. At present there are 32 children enrolled, 17 of whom are three and seven of whom are four-year-olds and in receipt of funding. The group is open from 09.00 to 12.00 and 12.15 to 15.15, Monday to Friday during term time. The group is soon to shorten the Friday session to finish at 15.00. Children are able to attend all day if they wish and have lunch. A parent and toddler group runs alongside the afternoon session on Wednesdays and between 10.00 and 12.00 on Tuesdays. On these days, only 15 children attend the pre-school. A staff of eight support the provision, one of whom is a qualified teacher, four are qualified to the equivalent of NVQ level 3 and two more are nearing the completion of this qualification. The group supports children who have special educational needs, there are no children attending who have English as an additional language. The group is undertaking a quality assurance programme and receives the ongoing support of the Devon Early Years Development and Childcare Partnership and the Foundation Stage Advisory Teacher.

How good is the Day Care?

Salcombe Pre-school provides good quality care for children. They offer a bright and welcoming environment where children are eager and happy to learn and are sensitively cared for. The children have warm and trusting relationships with staff who are a consistent, sensitive and responsive team who work well together. The organisation of care is good and children are involved in a wide range of interesting activities. The staff give careful thought to extending children's development and plan activities linked to the early learning goals for older children. The outdoor environment is well organised and provides valuable opportunities for children to enjoy the view and the fresh air. The premises are welcoming and attractively organised and a good range of toys and equipment is available. Satisfactory consideration is given to issues of safety and a rigorous record is kept of visitors to setting. Risk assessments are completed but a risk remains to be managed regarding the children's ability to access a steep downward slope to the left of the

outside play area. All documentation is in place. Hygiene is given very good emphasis and careful thought is given to the preparation, storage and presentation of food. The group has a good awareness of equality of opportunity and of caring for children with special needs and has a sound understanding of child protection overall. Children's behaviour is managed very well. The group ensures that there are opportunities to talk to, and communicate with, parents and to share information about children's activities and achievements.

What has improved since the last inspection?

The group has made good progress with the actions arising from the previous inspection and this has had a positive impact on the provision. All actions have been thoroughly addressed. There is now a secure system for the recording of the administration of medication and seeking of appropriate consents in this area. Sufficient information is now collected to ensure children's individual, and cultural needs are met. Risk assessments are conscientiously completed but there is still a risk regarding the outside play area. This risk remains to be managed.

What is being done well?

- A light, bright and attractively arranged environment is welcoming and suitable for play.
- A very good range of quality resources is provided and these are easily accessible for the children.
- Good attention is given to providing healthy snacks and ensuring that food and drink are appropriately stored and presented.
- Health and hygiene is given good emphasis.
- A programme of interesting activities is provided.

What needs to be improved?

- the child protection policy to ensure it contains the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- ensuring children are protected from hazards, this is with particular regard to the steep bank to the left of the outside play area.

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	Ensure children are protected from hazards with particular regard to the steep bank to the left of the outside play area.
13	Ensure the child protection policy contains the procedure to be followed in the event of an allegation being made against a a member of staff or volunteer

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

How effective is the nursery education?

Salcombe Pre-school offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals and their progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development is very good. Children are confident, well behaved and show independence. There are minor weaknesses in the areas of communication language and literacy and mathematical development.

Teaching is generally good. The staff are sensitive and responsive and plan methods matched to children's individual needs. Staff's sound knowledge of the Foundation Stage enables them to plan interesting and appropriate practical activities although a lack of consistent staff awareness and attention to detail in the planning means that valuable learning opportunities are not fully exploited, this is with particular regard to communication, language and literacy and mathematical development. The nursery has children attending who have special educational needs and there is an effective system in place to provide good support. There are no children attending who have English as an additional language. The assessment of children's learning is used to inform planning in a clear and helpful way to ensure that children are enabled to progress at an appropriate pace and receive sufficient support and challenge in their learning. The setting has a good range of equipment to cover all areas of learning and these are used well.

Leadership and management are generally good. The staff are supported in their professional development. The setting is committed to improvement and is undertaking a quality assurance programme.

There is a very good partnership with parents. Helpful information is provided and they are informed of forthcoming themes and events. Regular communication is welcomed.

What is being done well?

- Children are confident, polite and eager to take part in activities. They settle well and have good relationships with staff and with each other.
- Good use is made of the local environment and simple technology to support children's knowledge and understanding of the world.
- Children's physical development is given careful thought and very good emphasis.
- Children are enabled to develop their creativity well.

- There is a very good partnership with parents.

What needs to be improved?

- opportunities for children to explore the sounds that letters make and the sounds within words
- the use of everyday activities to consolidate children's mathematical understanding
- planning and staff awareness to ensure that good use is made of planned and everyday activities to develop children's learning.

What has improved since the last inspection?

The group have made very good progress with the key issues arising from the previous inspection. The use of technology has been appropriately developed and resources to promote children's awareness of cultural diversity have been extended and are well used. The impact on provision has been positive.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, polite and eager to take part in activities. They settle well and have good relationships with staff and with each other. They are able to play well alone and with their playmates and can concentrate for substantial periods of time at their chosen tasks. They are sensitive to each others needs, for example getting a tissue for a friend who is otherwise engaged in absorbing play. They're personally independent, confidently helping to tidy up and put on their own coats.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and listen enthralled at both whole group and individual story times. They are also able to handle books appropriately and talk eagerly about the story content. They enthusiastically make marks and write prolific notes in their role-play and are skilled in the art of conversation. Although the group aims to explore a different letter each week this is not always effectively presented and the exploration of letter sounds overall is not given sufficient emphasis.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count, for example the number of children present, and enjoy singing number rhymes. Very effective use is made of a favourite 'calculator' song to enable children to count and add groups together. They are also encouraged to write numerals matched to the quantity they represent, this enables children to see the connection. However, staff do not take full advantage of the opportunities that exist in everyday play to consolidate children's mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children confidently use simple technology, such as tape recorders, to support their learning and good use is made of the local environment to widen children's awareness of the world about them. Children enjoy going on trips and are able to describe their experiences in detail. They observe the changes that take place to a variety of objects such as Plaster of Paris as it mixes and sets and also how their plants are growing. Their awareness of cultural diversity is effectively extended.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and control. Periods of outdoor physical play are carefully planned to aid children's further development, enabling them to use wheeled toys with skill and control and to develop their throwing and catching skills. They develop good pincer grip in their craft activities and develop their small muscles using a range of small tools and equipment such as scissors, cutting implements and construction toys. They are also able to carefully pour their own drinks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children frequently explore smell, texture and colour and enjoy observing how colours blend and combine in their painting and water play activities. They take part in extensive role-play and also small world play involving little models. Dance and music are valuable features of the planned programme and children are encouraged to explore rhythm and use it to inspire their movement, for example, enthusiastic carnival dancing and using classical music to aid relaxation.

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

- Improve planning and staff awareness to ensure that good use is made of both planned and everyday activities to develop children's learning. This is with particular regard to mathematical development and communication, language and literacy

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.