



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 122727

INSPECTION DETAILS

Inspection Date 05/05/2004
Inspector Name Beverley Jane Bruno

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tandridge Village Pre-School
Setting Address Tandridge Village Hall
Tandridge
Surrey
RH8 9NN

REGISTERED PROVIDER DETAILS

Name The Committee of Tandridge Village Pre-School 1075958

ORGANISATION DETAILS

Name Tandridge Village Pre-School
Address Tandridge Village Hall
Tandridge
Surrey
RH8 9NN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Tandridge Village Pre-School has been registered since 1998. The setting works towards the Early Learning Goals. It has forty six children on its register of whom twenty five are funded three year olds and seventeen are funded four year olds. At present the setting is not caring for any statemented children or for any children for whom English is their second language.

The setting operates from Tandridge Village Hall.

There are eleven members of staff, half of whom hold a childcare qualification. The others are working towards appropriate qualifications.

The setting is open term time only, four mornings and two afternoons per week, and serves the local community.

Children have the use of the main hall and St. Peters school playground. Toilets, including disabled facilities, are off of the entrance hall. The group also have use of the hall kitchen area.

The group receives support from the Pre-school Learning Alliance and the Early Years Partnership.

How good is the Day Care?

Tandridge Village Pre-School provides good quality care. Staff organise the activity room to provide a warm, comfortable and cheerful environment for children to access and use the more than sufficient activities, toys, equipment and resources on offer. However, there is a lack of toys and equipment providing positive images for children of disability. The staff, whose qualifications and experience, support the needs of the children, ensure they are appropriately deployed and on task. The necessary documentation and records associated with this type of provision are in place.

The staff ensure that identified hazards to children both inside and outside of the provision are quickly minimised. However, part of a glass door leading to the hall is potentially hazardous. Staff are knowledgeable on issues relating to children's health and dietary requirements. Their sound work practices ensure that children are fully 'included' and supported. This is also the case in the care of children with special educational needs. Staff have a good working knowledge of how to protect children

from child abuse.

Children have access to a balanced mix of care routines and activities, that meet their group and individual needs. Staff are very confident in the use of a wide range of appropriate strategies to promote positive behaviour in children.

Staff are fully committed to and value the promoting of partnerships with parents and carers of the children they care for. They feedback to parents at the end of sessions and via regular written reports.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The committee, and supervisors provide an effective management team both in terms of the overall management of the setting and in their support of staff. The supervisors provide good leadership for children.
- Staff operate as a cohesive, courteous team as they support the children, supervisors and each other. The supervisors have constructed timetables and responsibility rotas to support staff in their work practices. They are committed to further training.
- Children access and use a comprehensive range of structured and child centred activities, which are supported by a good selection of toys, and resources. Staff manage the sessions, resources and their interactions with children to maximise the opportunities for learning and building of independence and self esteem. Their planning and record keeping ensure continuity and progress in children's development. They ask parents for input that forms part of the base line information on the children.
- Children and staff access the grounds of the adjacent school. On occasions a staff member may be on her own with a small group of children. Staff can summon support from their colleagues who have remained in the hall in the use of a mobile alarm device.
- The supervisors are knowledgeable in the area of special educational needs having fostered a strong working partnership with associated professional agencies that provide appropriate services for children with particular needs.
- Children behave appropriately through the use of an effective and unusual selection of age appropriate strategies. Staff have been on courses to gather further ideas for strategies.
- Parents are provided with considerable amounts of information about the provision and how their children are progressing. Staff listen attentively to requests and work hard to provide the required service for children and parents. Staff form close links with the adjacent school for which they are a feeder setting.

What needs to be improved?

- the safety of one of the glazed doors between the hallway and main hall
- the stock of toys and resources available to children providing positive images of disability.

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 low-level glass panels are safe.
9	Ensure children have access to an expanded range of toys and resources that reflect positive images for children of disability.

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.