



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148644

DfES Number: 518009

### INSPECTION DETAILS

Inspection Date 11/02/2004  
Inspector Name Elizabeth Juon

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name CHARVIL PRE-SCHOOL PLAYGROUP  
Setting Address St Patrick's Church Hall  
Park View Drive North, Charvil  
Reading  
Berkshire  
RG10 9QY

### REGISTERED PROVIDER DETAILS

Name Charvil Pre-School 292997

### ORGANISATION DETAILS

Name Charvil Pre-School  
Address St Patricks Church Hall  
Charvil  
Reading  
RG10 9QY

## 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

Charvil Pre-school opened 1969. It operates from a church hall. The pre-school has access to two rooms, toilets, a kitchen and an outside play area. The pre-school serves the local and surrounding villages.

There are currently 29 children aged from 3 to 5 years old on roll. This includes 16 funded 3 year olds and 12 funded 4 year olds. Children attend a variety of sessions each week.

The setting is able to support children with special needs and who speak English as an additional language.

The pre-school opens five days a week, term time only. Sessions last from 09.30 to 12.00 and on Wednesdays, from 12.15 to 14.45.

There are 8 members of staff who work with the children, 4 have early years qualifications and 3 staff are currently working towards a recognised early years qualification. The pre-school receives support from a Pre-school Learning Alliance Fieldworker and from the Early Years Development and Childcare Partnership(EYDCP).

### How good is the Day Care?

Charvil Pre-school provides good quality care for children. The staff are experienced and hold relevant childcare qualifications or are working towards one. The staff prepare the setting well to be appealing to the children and are ready to welcome the children as they arrive. A varied range of age and developmentally appropriate resources are available to the children. Toys and activities are rotated through the term, to maintain children's interest. There are comprehensive policies and procedures in place which underpin the good working practices of the group and comply with regulation.

Safety standards inside and outside are good. Staff provide a high level of

supervision and safeguards are in place to minimise risks to children. Hygiene standards are good and children learn about personal hygiene through established routines. There are always first aid qualified staff present. The snack provided to children is healthy and nutritious. Drinking water is always available. The staff have a good understanding of the children's individual needs. They treat the children with equal concern and provide opportunities for all children to participate in the activities. The staff have a good knowledge of special needs issues and are able to access help and support from other professionals. There is a child protection procedure in place should concerns arise.

The children can self select from a variety of well planned, interesting activities provided by the staff to develop children's knowledge, skills and understanding. There are regular opportunities for outdoor play. Resources are available that reflect diversity in society. The children are generally well behaved. Staff manage children's behaviour in a positive and consistent manner.

The partnership with parents is very good. There is a successful parent/carer rota and a parent is present each day to help. There are effective systems in place to share information with parents, covering all aspects of care.

#### **What has improved since the last inspection?**

N/A

#### **What is being done well?**

- The staff set out resources each day to make the setting appealing to the children. There is a good range of toys and activities from which the children can choose.
- The staff have attended behaviour management courses. The staff have a positive and consistent approach to behaviour management. The children are responded to within the routines and boundaries set by the staff.
- The observations and assessment of the children's stage of development are up to date. Staff have a good understanding of the children's needs and plan activities accordingly.

#### **What needs to be improved?**

- the record of children's late arrival or early collection.

#### **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
2	keep a record of the time of children arriving late, or collected early from the setting

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

### How effective is the nursery education?

Charvil Pre-school offers good quality provision where children are making very good progress towards the Early Learning Goals.

Teaching is very good. The staff have a sound knowledge of the Foundation Stage curriculum and the stepping stones to the Early Learning Goals. They plan activities to provide a varied and interesting environment in which can learn. There is a good range of equipment and resources to support children's learning. The staff use their observations and assessment system well to check children's progress towards the Early Learning Goals. They have a good understanding of the stage of development of each child and their individual needs. Staff praise and encourage the children and support them in learning to manage their behaviour. Staff act as good role models. Staff support well children with special needs and children who have English as an additional language. A trained member of staff is the special education needs co-ordinator.

Leadership & management of the pre-school is very good. There are clear guidelines from the supervisor and policies and procedures which provide a framework for staff to provide good quality care and education. The staff team either hold a relevant qualification or are working towards one. Further training is encouraged. The staff work well as a team and have clear roles and responsibilities. All staff are involved in planning the early years curriculum. The supervisor and staff evaluate the activities provided on a daily basis.

The partnership with parents and carers is very good. They are welcome into the group and all parents are regular, daily helpers. Good relationships between staff and parents is evident which benefits the children. Parents are well informed about the foundation stage curriculum and the pre-school's activities and routines.

### What is being done well?

- Staff provide resources and practical activities which are appealing, fun and challenging for the children and encourage learning in all areas of development.
- Children are confident and sociable. They develop friendships and relate well to each other and adults.
- Staff are committed to improvement and work well as a team by supporting each other. The planning, assessment and evaluation of the activities is very good and enable staff to cater for children's individual needs.
- Partnership with parents is good. Parents are encouraged to come into the pre-school and to share in their children's learning through book lending scheme and providing items for colour of the week. Parents are provided with good written information.

**What needs to be improved?**

- consistency of adult questioning to take more opportunities to make children think and extend learning;
- improve availability of resources/information books;
- provide opportunity for children to do simple calculations in every day situations.

**What has improved since the last inspection?**

The pre-school has made good progress since the last inspection in 1999 and the key issues have been addressed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are developing independence, are confident, able to concentrate, take turns and share materials during practical activities. Relationships between the children are good, they interact well. The children develop a positive self image and an understanding of others. Staff provide a selection of resources which reinforce children's understanding of the diversity of the local area and wider world.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident communicators and listening skills are good. Staff provide a wide range of play experiences to encourage conversation, to practise writing and recognising their name and simple words. Children show interest in books for enjoyment.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children confidently count to 10 and beyond and recognise numerals up to 10. They learn about shape and size and simple mathematical concepts in practical activities. Staff use positional language in context. Children use language to compare shape, size, position and quantity. Children have limited opportunity to do simple sums and calculations in everyday situations, such as at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have the opportunity to explore natural materials, sand and water. The children are confident in their use of programmable toys and equipment, the tape recorder, phone and till. They talk about personal events in their lives and have a growing awareness of other cultures and traditions. Displays reflect society and family groupings.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given sufficient time to use a variety of equipment to encourage physical development and self confidence. They use a range of tools confidently and skilfully. They negotiate space effectively and show an awareness of others. Children are confident and capable when undertaking routine tasks such as visiting the toilet or putting on coats.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination in role play situations such as dressing up and in the greengrocer shop. Children enjoy singing songs from memory. There are few opportunities for musical movement or using musical instruments. Paint and art and craft activities are easily accessible to encourage spontaneous creativity. They recognise colours. Children respond to a variety of stimuli with interest - textures, fruit, sand, snack.

**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:*

- Points for consideration have been discussed at feedback and include
- consistency of adult questioning
- availability of resources/information books opportunity for simple calculations in every day situations.

*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.*