



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 142877

DfES Number: 520356

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Michelle Tuck

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Toybox Pre-School
Setting Address Ansford Park
Castle Cary
Somerset
BA7 7JJ

REGISTERED PROVIDER DETAILS

Name The Committee of Toybox Pre-School Committee

ORGANISATION DETAILS

Name Toybox Pre-School Committee
Address Ansford Park
Castle Cary
Somerset
BA7 7JJ

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

Toybox Pre-school of Ansford, Castle Cary, has been operating since 1986. It is situated in the Swainson building, next to Ansford Secondary School, and serves Castle Cary and the surrounding villages. The building is a community building and the group shares the premises with the local youth club and other groups. There are currently 30 children on roll aged between two and five years. This includes nine funded four year olds and 16 funded three year olds. The children attend for a variety of sessions. The group supports children with special needs. At present there are no children attending with English as an additional language. The group opens on Monday, Tuesday and Thursday from 09:30 until 14:45 and on Friday from 09:30 until 12:00 during term time only. Four full time staff and one part time member of staff work with the children. Staff have relevant experience and the supervisor and deputy are currently working towards their NVQ level 3 qualification. The group is committee run and receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Toy box Pre-school provides satisfactory full day care for children.

There is a clear routine of the day which the children are very familiar with and good at following. The children are independent and confident and can follow instruction well. The environment has been made welcoming to the children and their families by putting up photographs of the children engaged in activities and children's work displayed on the walls, also the room is set out with designated areas such as the quiet area, or craft area.

The staff are vigilant about the child's safety whilst in their care. Some good practices observed such as monitoring of the entrance hall and supervision in the toilet area. Health and hygiene is promoted fairly well, children are encouraged to wash their hands regularly and tables are wiped over with antibacterial sprays, some documentation for health needs to be in place.

All the children have equal access to the resources and activities. The group are very well resourced and the resources reflect positive images of diversity and therefore promoting the children's learning about the wider world. Good behaviour is valued and encouraged. Most of the staff are confident about using different behaviour management strategies and the children's behaviour is good.

A good partnership with parents has been established. There is a key worker system in place, so parents have one particular member of staff to identify with. There are more formal meetings throughout the year when parents can discuss the progress their child is making. There is a prospectus available which includes the policies of the group this could be updated..

What has improved since the last inspection?

At the last inspection the group agreed to ensure all visitors to the setting are recorded. Visitors are now recorded on a visitors sheet and asked to sign in on arrival. They also agreed to keep a fire log, this is now in place. Finally they agreed to ensure parents sign the accident record. This is being done in a confidential way.

What is being done well?

- There is a clear routine of the day which the children are very familiar with and helps to encourage independence and confidence in the children.
- The staff are vigilant about the children's safety, some good practises are followed, and supervision of the children is appropriate.
- A good partnership has been established with the parents, the parents have regular opportunities to discuss their child's progress and receive information about the setting and what it offers.

What needs to be improved?

- complaints procedure and lost child procedures, must name Ofsted as the regulatory body and contact details, must have written procedures to follow in the event of a child getting lost.
- register, departure times must be recorded to reflect a true picture of which children are present.
- emergency medical treatment and medication, permission to give medicine before administered and to seek emergency medical treatment or advice if required.
- communication with Ofsted, informing Ofsted of relevant changes and matters, in this case variation to registration from sessional to full day care.
- staff training and qualifications, action plan to show how these requirements will be met, including named member of staff for child protection and behaviour management.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
1	ensure Ofsted are informed of relevant changes and matters in this case variation to registration to full day care.	09/04/2004
2	develop an action plan that sets out how staff training and qualification requirements will be met	09/03/2005
2	ensure appropriate procedures are in place in the event of a child getting lost.	09/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	must have permission from parents to administer medicines and to seek emergency medical treatment or advice if necessary.

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

How effective is the nursery education?

Toybox Pre- School offers generally good education for the funded children attending.

The children are making very good progress in physical development and personal, social and emotional development. Generally good progress is being made in communication, language and literacy, knowledge and understanding of the world, mathematical and creative developments.

Teaching is generally good. The group have a good range of age related resources which are organised well to meet children's needs within a friendly and welcoming environment. Varied teaching strategies are used such as appropriate questioning skills and interaction where children are well supported, especially those with special needs. Through clear routines being established and consistent strategies being used to manage behaviour children are content in their play. They are constantly praised for their good behaviour. Although interesting themes are planned these do not relate to how the children progress through the stepping stones or show how the children are extended and challenged. Planning omits regular opportunities for children to express themselves freely, to use technology in their role play, to problem solve in practical activities, write for a purpose and to handle books.

Leadership and management is generally good. The staff work well together and show good teamwork. They are supported well through regular appraisals and staff meetings. Although two members of staff are working towards suitable early years qualifications minimum requirements have not been met. Suitable training for the new SENCO has not been organised.

Partnership with parents is very good. Relevant information is shared with parents about the provision and about their child's progress through formal and daily key worker discussions.

What is being done well?

- Children's exemplary behaviour is well supported by appropriate management strategies and consistent praise.
- Communication skills are good with children speaking clearly when sharing their experiences and showing interest in the topics. The children respond well to questions and effective interaction from staff and follow simple instructions with ease.
- Children are confident to name 2 dimensional shapes and to copy and create simple patterns.
- Children exhibit good coordination skills, negotiating pathways and space well and showing good hand/eye coordination when threading and using

tools.

- A warm and friendly environment has been established where parents are well informed about the provision for their child and of their child's progression.

What needs to be improved?

- Regular opportunities for children to express themselves freely, to handle books, to use emergent writing for different purposes, to use technology especially in their role play, to solve number problems in practical situations.
- Planning to relate to stepping stones to show progression and extension activities.
- Training opportunities to ensure minimum requirements are met and that staff feel confident in their designated roles.

What has improved since the last inspection?

Toybox Pre - School have made generally good progress in addressing past key issues.

An issue arose relating to staff training and knowledge of the Foundation Stage. The supervisor and deputy are working towards a NVQ level 3 qualification but minimum requirements of 50% trained to a level 2 standard has still not been met. The staff are becoming more confident in their understanding of the Foundation Stage through regular staff meetings and children's assessments. Staff are deploying themselves effectively to support the children's learning through appropriate questioning and interaction.

Another issue arose relating to regular opportunities for children to handle books, pattern making, recognising letters, words and sounds, problem solving and practical mathematics activities. Pattern making opportunities have been addressed and children are confident to copy and create repeating patterns. The children are regularly encouraged to identify letters through worksheets and are able to recognise the letters in their name by shape and sound. There are few opportunities for children to see words as labels for example on photographs and displayed work. Opportunities to handle books and use problem solving in practical tasks still remain key issues as they have not been clearly addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children use the environment well selecting activities which sustain their interest independently. Cooperative play is promoted well with children taking turns automatically without constant reminders, especially in the home corner. Children behave well showing patience and good negotiation skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication skills are excellent. Children speak clearly and use body language and gestures well to express their feelings. The children respond to questions and follow simple instructions well. Little interest is shown in accessing books independently. The children can identify their names and recognise some letters in them. The children do not actively involve themselves in writing names independently or writing for other purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Pattern making is excellent. Children are able to copy and create patterns with two colours or shapes. The children recognise 2 dimensional shapes well. Comparative language for measure is used correctly in the children's play. The children can count to six, reciting number names and pointing to each object as counted. However, children show little interest in using this knowledge to solve problems or in using appropriate calculation vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are interested in the planned activities showing curiosity at life cycles. Tools are used well with children self selecting a tool for a specific purpose. The children show enthusiasm when constructing and joining items together showing good designing skills. The children confidently discuss experiences that are significant to them. The children do not show an interest in technology or observe the differences of beliefs and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move confidently around the room negotiating pathways through the space well. The children manoeuvre themselves into spaces well when sitting on the carpet for group sessions and when forming a circle for physical activities without invading another child's personal space. Coordination skills are good and children engage in a variety of activities to support this showing excellent hand/eye coordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Primary and secondary colours are easily identified by the children. Children show an interest in creative activities but do not have the opportunities to express themselves freely and imaginatively. Songs and rhymes are participated in with enthusiasm especially those involving actions.

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 relate to the stepping stones and to identify how children are extended.
- Develop planning to include opportunities for children to have regular experiences of technology, to express themselves freely and imaginatively in their creative development, to calculate and problem solve in practical activities, to use emergent writing for a purpose and to handle appropriate fiction and non fiction books.

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.