



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139324

DfES Number: 513121

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Mary Daniel

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broadmayne & West Knighton Pre-School
Setting Address KNIGHTON LANE
BROADMAYNE
DORCHESTER
DORSET
DT2 8PH

REGISTERED PROVIDER DETAILS

Name Broadmayne and West Knighton Pre-School PLA. 28402 B
1836G 292766

ORGANISATION DETAILS

Name Broadmayne and West Knighton Pre-School
Address Knighton Lane
Broadmayne
Dorset
DT2 8PH

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

Broadmayne and West Knighton Pre-School operates from a purpose built building set in the grounds of Broadmayne First School situated in the village of Broadmayne, near to the main town of Dorchester. Children have use of a play room, adjoining toilets and an enclosed part paved, part grassed outdoor play area with static climbing equipment. Children attend from the villages of Broadmayne and West Knighton and the surrounding area within a radius of approximately 10 miles.

This parent committee run pre-school has been established since 1975 and moved to its present site in 1988. It is registered to care for 17 children aged from 2 - 5 years and currently has 27 children on register. The group is open on Monday to Friday from 09:00 - 11:30, with afternoon sessions held as required, on Monday, Wednesday and Fridays, from 12:30 - 15:00, term time only.

There are three staff members who are all qualified in child care or who will be starting a relevant training course soon. The pre-school caters for children with special needs and those with English as an additional language. The group are in receipt of government funding for three and four year old children. There are currently 4 funded 3-year, and 19 funded 4-year old children on roll. The group liaise with their Early Years Development and Child Care Partnership, and the local reception teachers.

How good is the Day Care?

Broadmayne and West Knighton Pre-School is providing satisfactory care for children. There are detailed operational procedures in place, relating to the National Standards for registration, and which give a firm structure to the everyday routines. Staff work well together as a team, and use their individual expertise well, liaising regularly with the groups parent committee on the overall management. Children are cared for in a comfortable and inviting playroom, and have use of an extensive outdoor play area, with a wide range of resources including static climbing apparatus. Toys and resources are clean, bright and well maintained.

Safety prevention is regularly monitored through a risk assessment system, with support from the parent committee in overall maintenance. However, this system does not fully cover all aspects of safety in the provision. Health and hygiene procedures in place are suitable, and children are encouraged to wash their hands regularly. Children learn about healthy eating through a range of interesting play activities and they share out a variety of fruit at snack time, but the furthering of children's independence skills is not fully encouraged in this session. All children are valued, although their awareness of diversity is not promoted well through use of the resources available. Children with special needs are supported appropriately, and included within all activities.

Staff have a friendly, caring approach which helps children to settle well. Children enjoy the variety of play activities provided and they mix happily with their peers. There are consistent boundaries maintained to give children security, and which they begin to clearly recognise. All staff have completed training in first aid and child protection.

Staff form good relationships with parents and keep them fully informed of events through regular newsletters and discussion. Documentation is well organised, regularly reviewed and stored safely.

What has improved since the last inspection?

At the last inspection the pre-school were asked to ensure written parental permission was obtained for any necessary advice or emergency medical treatment required for their child. This has been addressed effectively through use of a clearly detailed permission form that parents are asked to sign, and which is kept with each child's portfolio.

What is being done well?

- There is a strong framework of management policies and procedures in place. The supportive committee work in partnership with staff in relating these to the National Standards for registration, and regularly review and update them to meet the changing needs of the pre-school.
- The behaviour management strategies in place are used effectively in practice. Staff give a positive approach, encouraging children in good behaviour through regular praise and clear explanations.
- Partnership with parents is valued and their involvement encouraged well. Staff respect parents wishes and work well with them on particular care to be provided for their child.

What needs to be improved?

- the use of available resources, that reflect positive images, within the general play environment, to encourage children's overall awareness of diversity

- the system for identifying possible safety issues to ensure that all areas of the premises and required records are included.

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

Std	Recommendation
6	Extend current risk assessment system to ensure this covers all aspects of safety issues within the provision.
9	Develop children's further awareness of diversity through making more use of available resources, which reflect positive images, within the general play environment.

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

How effective is the nursery education?

Broadmayne and West Knighton Pre-School offers good quality nursery education overall, and children enjoy a wide range of appropriate play activities, which support their learning. Dedicated staff interact well with children and ensure they make generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects to support children's creative and personal, social and emotional development. Staff work very well as a team and give a positive approach to learning which impacts well on children's interest in play. Planning is detailed and overall gives a range of activities covering all six areas of learning. Staff use assessments well in planning, but opportunities to extend children's learning in aspects of mathematical development and communication, language and literacy, are not as well promoted. Staff provide good opportunities for children to explore and investigate, for example; in the outside play area where they can learn through playing with sand and water, or grow plants, and develop their gross motor skills. They use praise often and children behave well. Staff use both planned and spontaneous activities to support children's creativity and imagination, such as with music and movement.

Leadership and management are generally good. There is a supportive committee who work well with staff to review and maintain detailed management procedures. They form aims for improvement, but these are not formally monitored and staff's individual expertise and development is not assessed, which impacts on the group's overall progress.

Partnership with parents is generally good. Parents are respected as their child's first educator and regularly receive information on the funded nursery provision. They can liaise with the key workers and receive the assessment portfolio regularly, however, there are no formal opportunities for parents to share information on their child's progress.

What is being done well?

- Children are using mark making implements with increasing confidence and express their ideas and thoughts creatively through recognisable pictures.
- Staff are committed to their work and support children very well in having fun while learning through play.
- High priority is given to nurturing children's personal, social and emotional development. Children settle easily and develop their confidence well, showing high levels of concentration in activities.
- Staff create very good opportunities to promote children's creativity. Consequently, children are enthusiastic, imaginative and freely creative in their work.

What needs to be improved?

- the opportunities to extend children's learning, particularly to solve practical problems independently within play and to extend their recognition of the written word within the general play environment
- the system for monitoring and clearly identifying the strengths and weaknesses of the overall provision and how staff work with the children, to support the group's continual aims for improvement.

What has improved since the last inspection?

The group have made generally good progress since the last inspection. They have developed the system for assessing a child's developmental progress, and now keep detailed observations, which are linked to the early learning goals. This is kept in a diary style portfolio which is given to parents as their child moves onto school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display high levels of involvement in activities. They join in a quiet moment before sharing out their snacks and drinks. Children show care and concern for each other, for example; when helping each other put on their socks and shoes after playing in the sandpit. They understand the kind hands system and willingly help to tidy up toys. They show independence as they put on their paint aprons, and have a strong sense of belonging as they draw their pictures for the group family tree.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with increasing attention and recall. They draw lines and circles very well, and ascribe meanings to marks as they make a picture of their family and ask staff to write a caption. Children are linking sounds with letters well, and recognise their own names, but there are few other clear labels within the play areas to encourage further word recognition. Children are using language well to describe their thoughts, for example as they describe how a toy motorbike works.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children willingly count the number of children present and find the correct magnetic number shape to put up on the cupboard. They find out about shape, size and quantity as they complete matching puzzles and count how many cups of water will fill up the large bottle. Children enjoy counting how many more cups are needed at snack time, but are not solving practical problems independently in their play. They learn about big, little, full and empty as they build sandcastle in the sandpit together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about living things as they plant their beans and see the first shoots appear. They show wonder as they see baby chicks. They discover change as they melt ice and record different types of weather on a chart. Children find out about other culture and beliefs through topical activities and festivals, but this awareness is not as well promoted through use of resources within the general play areas. They find out how a toy motorbike works and can operate the group tape recorder.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with pleasure as they climb up, over, under and through the climbing apparatus. They use one-handed tools well, particularly the mark making implements as they draw their family pictures. Children begin to negotiate an appropriate pathway when walking, but are not always learning to respect the personal space of others, such as when using the ride on toys. Children enjoy exploring the play do and use rolling pins and cutters with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children enjoy making marks and patterns in the cornflour and explore this with curiosity. They use their imagination very well, for example; in water play, making 'cups of tea' and 'strawberry soup'. They show creativity in their drawings, and begin to use gestures to express their feelings, such as when they see the bean pots in a muddle. They enthusiastically join in with favourite songs and experiment with sounds, when attempting to play the cello or violin with the visiting musicians.

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

- increase the opportunities for children to solve practical problems independently within play and to extend their recognition of the written word within the general play environment
- develop a system for monitoring the strengths and weaknesses of the overall provision and to include a process to assess staff performance.

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.