



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301942

DfES Number: 518569

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Helene Anne Terry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cullingworth Pre School
Setting Address Village Hall
Church Street
Cullingworth, Bradford
West Yorkshire
BD13 5HN

REGISTERED PROVIDER DETAILS

Name The Committee of Cullingworth Pre School 1033547

ORGANISATION DETAILS

Name Cullingworth Pre School
Address Village Hall
Church Street
Cullingworth, Bradford
West Yorkshire
BD13 5HN

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

Cullingworth Pre school, which is run by a voluntary committee, opened in 1975. The group operates from the village hall in Cullingworth, which is on the outskirts of Bradford. Children attending come from the local community and surrounding areas. A maximum of 26 children may attend the pre school at any one time. The setting is open five days a week term time. Sessions are Monday to Friday 09:00 to 11:30 and Monday, Wednesday, Friday 12:30 to 15:00. Alternate sessions are offered for funded children. There is a secure area available for outdoor play.

There are currently 46 children aged two-and-a half to five years on roll. Of these 25 children receive funding for nursery education. The preschool currently supports children with special needs and who speak English as an additional language.

The setting currently employs 8 staff. Four of the staff, including the manager hold appropriate early years qualifications. Four staff are working towards a qualification.

The pre school receives support from the local authority and the Pre School Learning Alliance.

How good is the Day Care?

Cullingworth Pre school provides good quality care and education for children. There are very good comprehensive policies, procedures and documentation in place which effectively underpins the setting and contributes to staff being fully aware of their roles and responsibilities. Space, resources and deployment of staff is used very effectively to meet the needs of the children. Staff work very well together as a team and have a good commitment to developing the setting.

Safety within the setting is fully addressed, ensuring that the environment is a safe place in which children can play and learn. Staff are active, in the main, in promoting health and hygiene through good procedures and practices. Children's individual needs are effectively addressed including their dietary requirements and staff have a good awareness of child protection issues. The provision for children with special

needs and those who speak English as an additional language is also very effective.

A varied, flexible well planned routine is provided for the children, which includes activities indoors and outdoors. Activities, including themes and topics are extensive, are age/stage appropriate and address all areas of children's development. There is a very good range of resources available indoors and outdoors that covers all aspects of children's development; some of which represent positive images of diversity in society. The majority of the resources and equipment are at child height encouraging choice and promoting independence. Staff fully involve themselves in children's activities which helps to foster the warm relationships apparent and impacts on the excellent behaviour of the children throughout the setting.

Partnerships with parents are very good. Parents have access to a wide range of information about the setting, both verbal and in written form and they are given the opportunity to regularly discuss the well being of their child, thereby ensuring continuity of care.

What has improved since the last inspection?

At the previous inspection the committee agreed to address an issue relating to safety of the outdoor play area and parental written permissions. Very good progress has been made. The screws in the wall outdoors have been removed, ensuring that the outdoor play area is safe for children and written permission has been received from parents to enable staff to seek emergency treatment or advice for children in the event of an emergency.

What is being done well?

- There are very good comprehensive policies, procedures and documentation in place which effectively underpins the running of the setting and ensures that the needs of the children are fully addressed.
- The range of activities and resources offered to the children are very good and cover all areas of children's development. The large hall is divided into specific learning areas with appropriate activities and resources to extend learning.
- All aspects of safety are fully considered ensuring that the environment is a safe place in which children can play and learn.
- Relationships with parents are very good. Parents receive very good information about the setting and their children and they help out in the group on a rota basis. They have access to their child's development records and are encouraged to speak with staff at all times promoting continuity of care and enhancing development.
- Staff develop very good relationships with the children and effectively address individual needs including special needs. Staff listen to the children and involve themselves in the activities. This impacts on the children's interest in the activities and promotes the excellent behaviour of the children which was observed.

What needs to be improved?

- the procedures for the drying of children's hands
- the systems for ensuring parents are familiar with the settings child protection procedures on admission of their child into preschool.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
7	Enhance procedures for drying children's hands are hygienic to prevent the spread of infection.
13	Enhance procedures to ensure that parents are informed of the settings child protection procedures on admission into the group.

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

How effective is the nursery education?

Cullingworth Preschool provides a high standard of care and education where children make very good progress in all six areas of learning in the foundation stage.

Teaching is very good. Staff have good knowledge and understanding of the stepping stones leading towards the early learning goals and the good planning and children's assessments enables staff to provide many interesting practical activities. Staff have high expectations of the children and challenges set take into consideration the differing ages and abilities of the children. Staff use children's assessments well to inform future planning, ensuring individual developmental needs are fully addressed. Staff confidently engage children effectively in conversation to support and extend the learning and staff deployment is very good. The setting provides a very good range of resources to cover all areas of learning and development and areas of play are very well organised and presented. The systems in place to provide support for children with special needs or who speak English as an additional language are very good.

Leadership and management are very good. The managers give excellent direction for the care and education of all children through advice and good role modelling. Staff are valued and very well supported through a good training programme. As a result staff display commitment and enthusiasm. There is a shared commitment and understanding towards good early years practices and a desire to continue to improve the quality of care and education. Good monitoring systems are in place.

Partnership with parents is very good. They are very well informed about all aspects of the setting including their child's progress. Parents are also encouraged to support and participate by extending learning at home. Parents have the opportunity to share their observations about their child with staff, which further enhances children's development.

What is being done well?

- Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Staff are valued and well supported and their motivation is of a high standard.
- Partnership with parents is very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child.
- Staff use effective strategies to promote good behaviour and consideration for others, this results in children behaving very well. Children are given clear and consistent boundaries and help to understand the impact of unacceptable behaviour on others. Staff's calm and polite manner sets a very good example for the children.

- Staff give a high priority to encouraging children's personal, social and emotional development. They establish very good relationships with the children and respond readily and with enthusiasm to their needs. This fosters the children's confidence and self esteem and has a positive impact on their disposition towards learning.
- Staff provide a very good range of purposeful activities which stimulates children's development in all areas according to age and ability.
- Children are making extremely good progress in their mathematical development. They are counting very well, many three year olds up to ten and above. Staff also encourage children to use and practice basic calculation skills during practical activities, such as during circle time when taking the register, looking at how many children are present and how many more when another child arrives.

What needs to be improved?

- the evaluation/summary of staff's observations of children, ensuring that they are clearly linked to the stepping stones.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified in the previous inspection report. This advised the setting to review the content and the quality of information available for parents regarding the foundation stage and enable children to select and use art and craft materials spontaneously.

The information available for parents has been updated and provides them with a good overview of the curriculum offered. Art and craft materials are now organised into groups of materials and labelled. These are displayed for children during the sessions to enable free selection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and are excited to learn. They confidently initiate interactions with one another and work very well in large and small groups. Children show good levels of independence and are confident in expressing their needs to others. Behaviour is excellent and children learn to share, take turns and show consideration for their environment and for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet, as they recognise letters in their names. More able children are developing writing skills, forming recognisable letters and some are attempting to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from lots of opportunities to practice basic mathematical skills through well planned and everyday activities. For example they count the children present and add a number when another child arrives. They reliably count to ten and over, more able children can count objects on a one to one correspondence and can recognise some shapes and most colours. Children use numbers spontaneously in play and are developing an awareness of positional language and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work, such as planting and observing seeds grow. They learn how to join, build and balance construction sets. They are beginning to develop IT skills by learning how to operate simple equipment on the computer. Children also learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, imaginatively and safely indoors and outdoors. They develop good control and confidence when using equipment such as the climbing frame and wheeled toys. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials. Children show an awareness of good health practices, such as foods which are good for them and of the need to wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their ideas, thoughts and feelings.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the evaluation/summary of staff's observations of children, ensuring that they are more clearly linked to the stepping stones.

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.