



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101448

DfES Number: 520814

INSPECTION DETAILS

Inspection Date 21/10/2003
Inspector Name Angela Cole

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brockworth Pre-School
Setting Address Moorfield Road
Brockworth
Gloucester
Gloucestershire
GL3 4JL

REGISTERED PROVIDER DETAILS

Name Brockworth Pre-School 1061383

ORGANISATION DETAILS

Name Brockworth Pre-School
Address Moorfield Road
Brockworth
Gloucester
Gloucestershire
GL3 4JL

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

Brockworth Pre-School opened in 1972 as a committee run group. It operates from a previous infants school room in the village of Brockworth on the outskirts of the city of Gloucester. The pre-school is the only user of the site with a toddler group under the same management. The premises consist of a large classroom and integral toilets. There is a choice of patio, grass and playground areas for children's outdoor play. The group is moving to new premises on the present primary school site in the very near future. The pre-school serves the local area.

There are currently 19 children from two years nine months to under five years on roll. This includes 17 funded three-year-olds. Children attend for a variety of sessions and older children are offered five sessions. The group supports children with special educational needs. No children speak English as an additional language.

The pre-school opens five days a week during school term times and into the summer holiday if there is sufficient demand. Sessions on Monday, Wednesday, Thursday and Friday mornings are from 09.00 until 12.00 and on Tuesday afternoons from 12.15 until 15.15.

Five part-time staff work with the children including a learning support worker, and four have level three early years qualifications. The setting has received support from a mentor teacher from the Early Years Development and Childcare Partnership. The pre-school is a member of the Gloucestershire Parent and Toddler Association.

How good is the Day Care?

Brockworth Pre-School provides satisfactory quality care for children. Most staff are highly qualified and continue to develop their skills. Until the new premises are ready, the dilapidated building is kept as clean as possible, though heating is insufficient for cold days. The premises are made welcoming with huge, colourful displays on walls and ceilings. Every horizontal surface is set out with high quality

toys and interesting items, such as maths and 'office' areas. The very good range of equipment includes a comfy book corner and an attractive, folding home-corner unit. The setting has many effective policies, including child protection, but these are not up-to-date. Confidential records are stored securely, though the attendance register is not accurate.

Children are kept safe inside, outside and on outings. Hazards are reduced to a minimum and access to the premises is closely monitored. Children develop good hygiene practices through frequent hand washing. Arrangements for giving medication and first aid meet requirements and many staff have current training. Snack foods are nutritious, plentiful and varied, and children's dietary needs are fully met.

A wide, stimulating range of interesting activities is offered and spontaneous opportunities for learning are skilfully used. Children's play is closely observed and each member of staff plans an area to help them progress. All children, including those with special needs, are fully included in all activities and receive good support. Staff effectively manage a wide range of children's behaviour using consistent, appropriate methods.

Parents are warmly welcomed and the children's care closely follows parents' wishes. Much written information is given, for example, in a prospectus, half-termly newsletters and volunteers help-list, though some is not clear for all parents. Good opportunities are given to share children's progress through 'consultations', items taken home and daily chats.

What has improved since the last inspection?

Not applicable as no actions were noted from the last inspection.

What is being done well?

- The care, learning and education of all the children, including those with special needs, is excellent. Children are given excellent opportunities to choose and develop their own activities and are supported well to play with others. All staff sit with children at group times and there is a good balance of supervision of specific activities and of free play. Adults respond enthusiastically to children's interests, asking interesting questions and using much praise and encouragement.
- A wide range of high quality toys and equipments is provided. All children have good access to toys and equipment of their choice. Many toys and materials promote equality of opportunity, including small figures and posters of people from other countries.
- Staff are vigilant so that children are safe and good hygiene procedures are learnt. Children who become ill are well cared for and, if possible, parents are contacted immediately.
- Children are offered a healthy diet of nutritious foods, and drink are provided regularly. The weekly menu is displayed and includes fruit and foods such as

toast or crumpets each day.

- A wide range of children's behaviour is skilfully managed in ways that are appropriate and consistent. Staff are calm and clearly explain why the behaviour is wrong. Good behaviour is valued and encouraged through much enthusiastic praise.
- A very warm, personal welcome is given to all families by staff and through the bright, colourful displays of toys and children's work. All required permissions are obtained from parents, and only named persons collect children. Volunteers on rota receive good support in conversation with the playleader. There are effective arrangements for sharing records with parents to keep them well informed of their child's development.

What needs to be improved?

- procedures to record the attendance of children and adults;
- the heating of the premises on cold days;
- the presentation of information for parents and volunteers;
- the updating and maintenance of policies, including the child protection policy.

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
14	ensure policies which are required for the efficient, safe management of the provision are updated and maintained;	30/11/2003
14	ensure the statement for the protection of children includes procedures to be followed in the event of allegation of abuse or neglect.	30/11/2003

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

Std	Recommendation
2	make sure the system for registering children and staff attendance shows the actual hours of attendance;
4	ensure the playroom is maintained at an adequate temperature;
12	consider how information is made accessible to parents and carers, with particular regard to information on future topics and on the roles of rota volunteers.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals (elgs).

Teaching is very good. Staff have done much training to level three and beyond, and now have, or are developing, a good understanding of the elgs. The system of curriculum planning has been effectively extended to include all staff; each plans an area so children's individual needs are well met, including those with special needs. Staff make regular informal and written assessments to identify children's achievements, and these are closely linked to future planning. Staff make effective use of their time and resources, including the challenging premises, though restricted storage space has limited provision of wheeled toys. Very good methods are used to help all children learn. Children are managed effectively and staff have high expectations for behaviour.

Leadership and management of staff are very good with excellent vision and aims for quality childcare. These are skilfully communicated to staff, and responsibilities are increasingly delegated as appropriate. The staff form good teams and work well together. Strengths and weaknesses are realistically evaluated. Staff are working together with parents to improve the provision for the children, especially regarding the desperate need for new premises. Children's progress is effectively monitored through written analysis of activities, checking of planning codes and a monitoring record that includes reflections and targets. Staff are highly committed to improving the care and education for all the children.

Partnership with parents is generally good. Parents are provided with much information about the group and its provision, though some written sheets lack helpful presentation. Parents have good opportunities to share their child's achievements and progress. They are encouraged to be involved with their child's learning, for example through helping at the group, providing items for topics and using the library.

What is being done well?

- There is excellent focus on individual children's interests and needs, and how best to support each child to develop to their full potential. This is also shown in the consistent, concentrated and caring way that children's challenging behaviour is managed.
- Children are well supported to develop their communication and speaking skills. New words to be introduced are planned for each part of the topic. The enjoyment of books is actively encouraged and children are eager to use their early writing skills.
- Children are enthusiastic to learn, for example using their mathematical ideas, exploring the objects and changes of the world around them, and

being creative through art, design, music and role-play.

- Excellent teaching methods are used by all staff. Children are given time to respond and to complete their play activities in the ways they wish. A high value is placed on spontaneous learning and on involving the children in the day to day running of the group. For example children are taken outside in a small group to collect the leaves for hiding toys woodland animals.
- Children are given excellent encouragement to concentrate and be independent learners. A wide choice of planned activities are set out and much other equipment is easily accessible from the open storage at floor and table level.
- Parents have good opportunities and are well encouraged to share their child's progress and to be involved in their learning.

What needs to be improved?

- the presentation of information for parents and carers about the setting and its provision, including details about the children's expected learning.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. The setting was required to consider the recording of children's work, setting of challenges with regard to children's physical development and monitoring of teaching.

Children's work is now well recorded as is appropriate. For example, wonderful displays are made of their paintings and collages, and children have their own book for 'writing'. Folders of work are kept to record their progress, and photographs are taken of activities, such as outings which extend their knowledge and understanding of the world about them.

Children are well challenged in physical development. Some wheeled toys are available for pushing and pulling. Children use a range of large equipment throughout the free play sessions to develop confident climbing and balancing skills. Movement to music is regularly planned to develop children's imagination and body control.

Good progress has been made in monitoring of teaching. This has been achieved through an extensive training programme and the development of an integrated system of planning and assessment to support children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

This area is very good. Children eagerly come into the group and quickly separate from their carers. They have excellent opportunities to explore many exciting activities and displays within reach, such as box dens. Opinions are confidently shared with the group and children are beginning to co-operate with others, for example at jigsaws. They play well independently and persevere at chosen tasks. Very good personal skills are being developed in hygiene, eating and dressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Progress is very good. Children are well encouraged to develop speaking skills. They share news and ideas, for example in 'show and tell', and recall adventures of Lola Bear when taken home. They learn many new words such as 'sawdust' and 'smoother'. Children enjoy rhymes and making sounds. They listen spellbound to a book about a piglet and refer to printed information when making Diwali candles. Children are eager to copy adults and 'write', and use many tools including pens and hammers.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics is very good. Children count daily for register and are fascinated when two adults share a name. They recognise numbers, finding '1' on a number snake and counting to 13. Children compare numbers of objects, such as coloured cars. They know rhymes including 'Five little monkeys' and answer problems such as 'You dropped one of your three acorns - how many left?' Many position and size words are used in play, such as 'on top', and 'long'. Children know wheels are circle shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Very good progress is made. There are excellent opportunities for children to be curious and explore the world in which they live, visiting an arboretum and talking about weather, fish, water snails, plants, bulbs and clay. Exciting activities are set up with children, including a leaf pile. Spontaneous learning is valued, for example when sawdust is made creating woodwork designs. Children are keen to use equipment including staplers, hole punches, sellotape machine and a listening station.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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This area is very good. Children are stimulated to respond to rhythm and music through actions songs and music tapes. They regularly practice movements such as running, hopping, skipping and jumping. They skilfully run around playground painted shapes, and experience the small spaces inside cardboard boxes. Good use is made of equipment, such as fabric, balls, climbing frame, parachute and trampoline. Excellent skills develop using small tools including pencils and brushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creativity is very good and highly valued. Children experiment by mixing colours and building many structures from bricks, tracks and recycled materials. They are highly stimulated through their senses, for example at a excellent 'Reggio Emilio' style display of textures and reflecting surfaces. Children use imagination in wonderful art creations and in telling stories, for example at an attractive home corner and baby unit. They enthusiastically join in words and actions of favourite songs.

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:
- enable parents and carers to have full access to information about the pre-school and its provision.

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.