



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119262

DfES Number: 511252

INSPECTION DETAILS

Inspection Date 08/07/2003
Inspector Name Ruth, Elizabeth George

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ascot and Cranbourne Pre-School
Setting Address Ascot & Cranbourne Pre-School, Lovel Road
Winkfield
Windsor
Berkshire
SL4 2EU

REGISTERED PROVIDER DETAILS

Name The Committee of Ascot and Cranbourne Pre-school 280438

ORGANISATION DETAILS

Name Ascot and Cranbourne Pre-school
Address Lovel Road
Winkfield
Windsor
Berkshire
SL4 2EU

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

Ascot and Cranbourne Pre-school opened over 35 years ago. It operates from a detached classroom in the grounds of Cranbourne Primary School. The pre-school serves the local area and surrounding villages. It is a registered charity affiliated to the Pre-school Learning Alliance and is managed by a parent committee.

There are currently 35 children from three to five years on roll. This includes 16 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00, Monday to Friday, for all three and four-year-olds. Tuesday and Wednesday sessions, 12:00 until 15:00, are for the funded four year old children.

Six staff work with the children. Over half the staff have early years qualifications to level 2 or 3 including Introduction to Pre-school Practice, Diploma in Pre-school Practice and NVQ level 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), Area Special Educational Needs Co-ordinator (Area SENCO) and the Teaching and Support Services (TASS).

How good is the Day Care?

Ascot and Cranbourne Pre-school provides good quality care for children aged three to five years.

Staff create a welcoming environment for children where they feel secure and happy. Toys and equipment are generally of good quality and are well-maintained. Staff organise and use the premises effectively and have limited use of the school grounds for outdoor play.

Staff give priority to ensuring children are safe both inside and outside the nursery. Procedures are in place to promote good hygiene practice. Children enjoy the

sociable drink and snack time.

A broad range of well-planned activities are provided which develop all areas of children's play and learning. Good organisation of the pre-school enables staff to work closely with children and offer a good level of care and support. Staff ensure children with special needs are fully included in activities and all children are valued. Children behave well in response to staff's good use of behaviour management strategies.

Staff develop good relationships with parents and exchange information verbally each day. They receive regular newsletters that provide information on topics and dates of term times. Parents have many opportunities to be actively involved in the pre-school, as committee members and parent helpers. Children's achievements are shared between staff and parents verbally; currently there are no formal times to share progress. Most regulatory paperwork is in place but some lacks the necessary detail.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is a good range of activities and resources to support children's learning and development. Staff plan activities to give children interesting experiences. Children play in the pet shop making choices between pets, food and accessories; they write shopping lists and invoices; the shopkeeper works out the cost and uses money from the till.
- Children are valued and all are included; support is provided for children with special needs. A good range of resources reflecting positive images show the diversity of the community and wider world. Photographs show both boys and girls in the home corner washing clothes, pegging out washing and ironing.
- There is a good partnership with parents. Parents know what is going on through daily verbal interaction with staff and have opportunities to be involved in the pre-school.
- Children behave well in response to the staff's calm approach and clear explanations. Staff adhere to the behaviour policy and procedures and act as good role models.
- Health and safety procedures are good. The staff team are deployed effectively to ensure children's safety. The premises are secure and good arrival and departure systems are in place.
- Space is well organised to meet children's needs. They can move around between activities with ease. Children are relaxed and confident in the pre-school environment, which is child friendly. They can access resources from low level units; activities and posters are at children's eye level.

What needs to be improved?

- proof of vetting procedures (Criminal Records Bureau check) for all staff;
- documentation, by implementing a policy about the exclusion of children who are ill or infectious and making sure parents are made aware of it, and by keeping a written record signed by parents of medicines given to children;
- documentation, by devising a lost and uncollected child policy and procedure, making available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including Ofsted's details, and updating the child protection policy.

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 |
|-----|--|
| 14 | ensure that all records, policies and procedures which are required for the efficient and safe management of the provision are implemented and maintained. |

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

How effective is the nursery education?

Ascot and Cranbourne Pre-school offers good quality pre-school education; children learn through a wide range of interesting activities. Children make very good progress in their personal, social and emotional development, communication, language and literacy and creative development. They make generally good progress in all other areas.

There is a good selection of resources and children enjoy a variety of practical activities. Children are confident speakers and are developing very good communication, language and literacy skills. Some opportunities are missed for three-year-old children in aspects of mathematics. Children have very good practical activities to express themselves creatively. They have a positive self-image, are confident and developing independence. Children behave well in response to high expectations and sensitive support of the staff.

Teaching is generally good; staff have a clear knowledge of the foundation stage and their effective planning extends children's learning. Staff plan few opportunities for children to use information and communication technology. Staff use the assessment system to record children's progress in the six areas of learning, but do not use the records to inform future planning. There is an effective system in place to provide good support for children with special needs.

The leadership and management is generally good. The pre-school benefit from an enthusiastic management committee, who are committed to training and staff development. The staff team are dedicated to a collaborative approach in all aspects of their work.

The partnership with parents is generally good. Parents spend time talking informally to the staff about their children and are well informed about the weekly topics at the pre-school. Parents share in the activities at the pre-school and bring in items to support topics from home. Staff verbally share children's progress and participation in pre-school education daily.

What is being done well?

- Children show good concentration skills and express their needs and ideas confidently to adults. They are developing independence skills and can work independently at many of the activities.
- Children recognise letters and have many opportunities to become familiar with letter names and sounds. They use a picture dictionary to find more words beginning with the letter j. They identify simple words, their names and words around the pre-school.
- Children are creative and express their ideas freely through a good range of

activities. Children use their imagination in the pet shop and take roles as the shop keeper, sales persons and customers. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings.

- Good practical activities extend mathematical learning to include simple calculations, addition and subtraction; taking away insects at story time, adding two dice together.
- Opportunities are provided to explore the environment and develop a sense of time. Resources are made available to support themes; nature table, water snails, insects in earth, bark and moss. Children are developing a sense of time through consistent routines and identifying time using a clock and hour glass.

What needs to be improved?

- daily opportunities for children to use information and communication technology;
- practical activities for three-year-old children to learn about measure and space;
- use of assessment to inform future planning.

What has improved since the last inspection?

The pre-school has made good progress since the last inspection. Planning relates clearly to the early learning goals providing a broad and balanced curriculum to help both three and four-year-old children learn.

Planning builds on the termly theme and shows, which area of learning is the focus for each activity. The planning shows how staff are deployed and how children are grouped. Staff use the planning to ensure they have the required resources and organise themselves to support the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships and behave well. They are confident and staff support and build up their self-esteem; children have a positive self-image. Children enjoy a very good range of activities and are eager to try new experiences. They show good concentration skills and express their needs and ideas confidently to adults. Children are developing independence skills and can work independently at many of the activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, they join in discussions and communicate their ideas. They interact at story times and ask questions, responding with their ideas. Children recognise letters and have many opportunities to become familiar with letter names and sounds. They identify simple words, their names and words around the pre-school. Children have many opportunities for writing; they write shopping lists and bills in the home corner and use work sheets for more formal learning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently use numbers and many count beyond 10, most children recognise numerals to nine. Good practical activities extend learning, children make simple calculations; taking away insects at story time, adding two dice together. Staff miss opportunities for three-year olds to learn about space and measure during daily activities. Children use mathematical language to describe position and size when using construction resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a sense of time through consistent routines they identify time using a hour glass and clock. They access and explore a range of natural resources and materials that support topics; nature table. Children do not have daily access to information and communication technology. Children are confident in designing and making using a range of tools; making dragonflies. Children talk confidently about events in their lives and are becoming aware of other cultures and traditions.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children access a good range of equipment to enhance their physical development. Children move with good control and have spatial awareness. They negotiate tables and chairs and climb on the climbing frame. Children use tools safely and most are able to control pencils, and scissors. Additionally, construction, writing activities and puzzles all help increase children's control and co-ordination. Children show awareness of changes to their bodies; how they feel sweaty and thirsty when hot.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children express their ideas freely through a very good range of activities such as role play, painting, music and stories. Children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Role play activities are varied and interesting. Children enjoy playing in the 'pet shop' buying and selling pets and pet food.

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 opportunities for children to use information communication technology daily;
- improve the use of assessment to inform future planning for children's next development steps.

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.