



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148645

DfES Number: 512499

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chestnuts Pre-School
Setting Address Chestnuts Pre-School
32 Chestnut Avenue
Wokingham
Berkshire
RG41 3RS

REGISTERED PROVIDER DETAILS

Name The Committee of Chestnuts Pre-School Committee 296756

ORGANISATION DETAILS

Name Chestnuts Pre-School Committee
Address Chestnuts Pre-School
32 Chestnut Avenue
Wokingham
Berkshire
RG41 3RS

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

Chesnuds Pre-school is situated in the Woosehill Community Church on a temporary basis. It opened originally in 1984. The building consists of one large and one small playroom and they have use of rooms upstairs. The group currently access physical play indoors and through local walks. The children attend from the Woosehill area and tend to go on to Hawthorn school.

Sessions run from 09:10 am until 11:40 or the afternoon 12:40 until 15:10; sessions run every day during term time. Currently Chestnuts have 47 children on the roll. Of these, there are 21 funded 3 year olds and 23 funded 4 year olds.

Staff work a variety of sessions through out the week. The group has seven staff, of whom four hold suitable childcare qualifications. There is qualified teacher input from Hawthorn school. The setting supports children with special needs and with English as an additional language.

How good is the Day Care?

Chestnuts Pre-school provides a satisfactory standard of care for children. The staff work well as a team and all contribute to providing satisfactory support and interaction with the children. The staff actively promotes health and hygiene and the children are encouraged to learn about personal hygiene through the daily routine. However, the method to wash hands before snacks needs improvement. The staff ensure the temporary premises are warm and welcoming and there is a good system in place to ensure access to the provision is monitored, to keep the children and staff safe. Staff have a good knowledge of child protection and how to protect themselves against allegations. All regulatory documentation is in place and stored securely. The group maintains confidentiality. Some risk assessments are not in place, especially with regard to the use of the climbing frame inside without safety mats.

The staff are inconsistent with managing the children's behaviour and this results in some activities being disrupted, especially circle and group time. Behaviour is

erratic, although most of the children participate enthusiastically in the planned activities. Staff provide a varied, interesting and relaxed environment and respond to the children's interests. Children enjoy the variety and are learning through their play. The group provide healthy and nutritious snacks, and drinks are available at all times. They meet the dietary needs and religious requirements of the children. Children's individual needs are valued and respected and independence is encouraged, especially at snack time.

There is a good partnership with parents and carers. They are welcome at any time and know what is going on in the pre-school through regular daily exchanges, newsletters and correspondence.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are involved in a balanced range of activities, which help them make good progress in all areas of learning. Staff respond to the children's interests and ask them questions to make them think.
- Children's individual needs are valued and respected and independence is encouraged.
- The provision of regular drinks and children's independence is encouraged at snack time. Snacks provided are healthy and nutritious.

What needs to be improved?

- staff's knowledge in managing behaviour
- procedure for when children wash their hands before snacks
- identification of hazards when using the climbing frame without crash mats.

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	conduct a risk assessment for when using the climbing frame indoors
7	Ensure health and hygiene procedures are maintained whilst children wash their hands before snacks
11	Improve staff's knowledge and methods to manage behaviour

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

How effective is the nursery education?

Chestnuts Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. Two areas of learning are very good.

Teaching is generally good with some areas for improvement. Staff have a generally good knowledge of the Foundation Stage, however they sometimes miss opportunities to extend and develop the children's learning. Planned activities often lack sufficient challenge. Staff have a clear understanding of their roles and responsibilities. Children's behaviour is disruptive to learning situations at times and staff are inconsistent with the management of this disruptive behaviour. The formation of good relationships means the children are confident and independent learners. They access a wide range of interesting resources, developing their learning opportunities. The children can access everyday technology regularly

The setting supports children with special needs and English as an additional language. The group ensures their inclusion in activities and independent support. Use of the assessment system to check and record children's progress towards the early learning goals is regularly reviewed to ensure it contains sufficient detail to aid future planning.

Leadership and management is generally good. The two supervisors develop an effective staff team and value all contributions. They are aware of the group's strengths, weaknesses, and work to develop and improve these. Training is encouraged and valued. They do not currently monitor staff's behaviour management techniques effectively.

The partnership with parents and carers is very good and contributes well to the children's progress towards the early learning goals. Parents are well informed of the group's policies and activities with regular newsletters and daily communication with the staff. They have regular opportunities to share their observations and discuss their children's progress.

What is being done well?

- The children respond to rhythm and music and participate enthusiastically. They have opportunities to move with control and co-ordination, especially during the assault course. They observe the effects of activity on their bodies and staff reinforce this well.
- The children are beginning to match movement to music, especially during the Irish folk dancing. They participate enthusiastically and enjoy playing musical instruments to accompany their own singing. They have opportunities to express their ideas through role play and build and develop their imagination.

- The children are confident to count, problem solve and use numbers. There has been an introduction to simple addition and subtraction through a variety of situations. Staff reinforces mathematical language.

What needs to be improved?

- staff's management of behaviour
- children's concentration and listening skills especially during circle time.

What has improved since the last inspection?

Improvements since the last inspection has been generally good. Recording of children's progress and attainments by their keyworker now takes place. By collating of observations and evidence, they are able to transfer these to the record books. Identification of areas of learning requiring development is incorporated into future planning.

All staff have annual appraisals, which identifies training requirements, and a good staff development program is in place. The staff's enhanced skills ensure the children benefit from improved teaching methods and monitoring and assessment skills. This ensures the identification and actioning of children's individual development needs to improve their learning opportunities.

The group have introduced 'Jolly phonics' and have a letter of the week. The children are encouraged to bring items in from home and the staff extend this with workbooks developing their language and literacy skills. The children are encouraged to label their own work and write their names, although there are no name cards available to support the younger and less able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to participate in planned activities. They respond to staff and form good relationships, with their peers. The children are encouraged to take turns and share. There is promotion of confidence and independence through organisation of resources, daily routines, experiences and good staff support. Staff help to develop children's sense of community. Some children's behaviour is disruptive to the learning and staff are inconsistent with their approach to managing this.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing awareness that print carries meaning and the different purposes of writing throughout the nursery day. There is clear labelling of furniture, resources and displays. Children and staff value books and enjoy sharing stories together. Many children are confident and engage easily in conversations with each other and adults. Circle time is disruptive; children are easily distracted and show little awareness to other's news.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a large and imaginative variety of resources to promote and develop their mathematical skills. They are able to recognise and name simple shapes, to count in everyday situations, including using number rhymes to count forward and back. There has been an introduction to simple addition and subtraction. The creation of good opportunities means children can problem solve within everyday play situations and use a wide range of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They have the confidence to share past and present events in their lives. There is good evidence of the children having an understanding of their own culture and beliefs and those of other people. Children have the opportunity to use everyday technology regularly. However, they seldom use the exploratory equipment and the staff does not encourage this curiosity development.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations for example during the assault course. They enjoy action rhymes and participate enthusiastically. Children handle tools, materials and objects safely and with increasing control. Staff plan a range of opportunities for children to practice and refine their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in songs and rhymes eagerly and they particularly enjoyed the Irish dancing. They enjoy the opportunity of free expression and developing their imaginative skills, especially with art and craft activities. Their artistic creations are valued and displayed attractively where possible in the temporary building. The children enjoy music and opportunities to explore sound. They enjoy learning through all their senses.

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 staff's skills in managing behaviour
- encourage and develop children's concentration and listening skills, especially during circle time.

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.