



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133071

DfES Number: 514664

INSPECTION DETAILS

Inspection Date 10/07/2003
Inspector Name Barbara Walters

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Queens Road Church Pre School
Setting Address Queens Road Methodist Church
Queens Road, Keynsham
Bristol
BS31 2NN

REGISTERED PROVIDER DETAILS

Name The Committee of Queens Road Pre-School

ORGANISATION DETAILS

Name Queens Road Pre-School
Address c/o Rev Rachel Borgars
55 Charlton Road
Keynsham
Bristol
BS31 2JQ

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

Queens Road pre-school is located in the Methodist Church Hall. The group has access to the main hall, side room, kitchen, toilets and small enclosed outdoor area. The pre school serves the local area.

The pre school is registered to provide care for 30 children in the age range of two and a half to five years old. It opens five days a week during school term times. Sessions take place Monday to Friday, 09:30 to 12:00 and 12:30 to 15:00, as and when required.

As well as the leader and the deputy, four other staff members hold level three qualifications. There are also four other experienced staff members who work directly with the children. The setting receives support from the Early Years Partnership.

How good is the Day Care?

Queens Road Church Pre School provides satisfactory quality of care for children.

The pre school is organised so the children are supported by suitably qualified and experienced staff members. There are effective arrangements to deputise. The group holds regular meetings to share information. The premises allow for both quiet and active play. The staff have used available space creatively and effectively although there are not always sufficient staff working directly with the children. There is a good range of suitable toys, furniture and equipment. Staff provide a stimulating and balanced range of activities for the children.

Staff have good awareness of the issues involved when considering the children's health and safety and have well thought out and effective arrangements for the safe arrival and collection of children. All staff have first aid certificates. Staff are sensitive to children's individual needs and make sure all children are included in daily activities. They also have good knowledge of the signs and of abuse and know what action to take in such an event.

The group have a well planned daily timetable of activities which includes a weekly topic that the children find interesting. Staff have a good relationship with the children and spend time talking and listening to them and encouraging them in their play. The children respond well to the staff's consistent guidance and are stimulated, secure and happy.

The staff have given much thought and consideration to ensure that parents are kept informed about the pre school and their children and have developed a successful key worker system. Parents appreciate the friendliness of the staff and the care they provide for the children. All required records are stored securely and confidentiality is maintained.

What has improved since the last inspection?

Not applicable as there were no actions to complete from the last inspection.

What is being done well?

- There are effective arrangements for induction and qualified staff to ensure there is a staff member to deputise for the leader if the need arises.
- Staff have good relationships with the children who were encouraged to make decisions, explore and investigate in their play.
- The methods when dealing with poor behaviour are sensitive and routines are understood by all the children.
- There are well thought out and effective arrangements for the safe arrival and collection of children. All staff have first aid certificates.
- Systems ensure that parents are kept informed about the general provision and their children's progress.

What needs to be improved?

- staff deployment so that there are sufficient staff working directly with children.
- the opportunity for children to interact with other children and staff during break time and the availability of drinking water
- the availability the group's policies and procedures to parents

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
2	ensure there are sufficient staff working directly with children
8	ensure fresh drinking water is offered to children frequently
12	ensure policies and procedures are displayed so they are readily available for parents
3	ensure break time provides an opportunity for children to interact with staff and each other.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Children are enthusiastic and eager to learn. They build good relationships with others. Children use language well and enjoy books. They recognise some numbers and are beginning to count. They use computers confidently and learn about their community and the natural world around them. Physical play is provided in every session and children are confident in the use of tools. Children use their imaginations very well. There are limited opportunities for children to be independent, to link sounds to letters and counting to numerals.

Teaching is generally good. Staff have good knowledge of the early learning goals and good knowledge of the developmental stage of each child. Children behave well and are praised appropriately. Staff meet with parents and other professional to provide appropriate games to develop the skills of children with additional needs. There is some weakness in managing time and resources and some opportunities are missed to challenge the more able child.

Leadership and management is generally good. The staff work as a team, sharing ideas and skills to improve the activities for the children's learning. Attendance at training events is good. Although they are aware of some aspects they do well they have not identified some areas that need improvement such as; the level of staff involvement in snack and story time, the under use of letters and related sounds and linking numerals to counting.

Partnership with parents is very good. The preschool gives good information about what is on offer, what children learn and the policies and procedures. There is a clear brochure and accessible notice board. There are very good links between parents and key workers to share what children do at home and their achievements in preschool. Parents are welcomed to join the parent help rota.

What is being done well?

- Children explore and investigate the natural world around them and build with a variety of materials and tools. They use information technology with confidence and success. They have many opportunities to learn about their own culture and those of other people.
- Children have many opportunities to move confidently and safely. The Sports Day allows children to practise skills.
- Children have good opportunities to develop their creative skills and express themselves. They enjoy music and sing enthusiastically, They use their imagination very well in role play and in some adult led sessions where for example, they imagine journeys and outings.

- The preschool works very well with parents. It offers good information about what the children learn and the policies and procedures used.

What needs to be improved?

- opportunities for children to be independent in self care;
- planning within the daily activities for children to link sounds to letters, write their names, link counting to numerals and use mathematics to solve problems;
- plan activities with more detail about what children will learn from the activity, and how it will be extended for the more and less able children.

What has improved since the last inspection?

Progress is very good in completing both points for consideration raised at the last inspection.

The preschool considers the needs of children with special needs in planning activities and individual plans are made. These are not always written down but staff are aware of children with special needs and think about how to support their learning.

All assessments, examples of children's work and comments on children's progress are now dated so their progress can be tracked easily.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children are enthusiastic and eager to learn. They are confident and build good relationships with both adults and children. They are well behaved and can express their needs with assurance. Although children can self select play materials, and have free play throughout the session, there are limited opportunities for self care and independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Children use language very well in their play and to express their needs. They enjoy books and stories, remembering and joining in familiar phrases. They understand that print has meaning and can recognise their own names. There are opportunities to make marks in the role play area. Children are not encouraged to write their names on their work or to link sounds to letters in general activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children use shape in their games and art work. They use play materials to measure and understand positional words. Although children do recognise numerals and have begun to count, there are limited opportunities to extend this knowledge by linking counting to numerals, and using numbers to solve problems

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children explore, investigate and build with a variety of materials and tools. They use information technology with confidence and success. They are learning about time and their community, as well as the natural world around them. They have many opportunities to learn about their own culture and those of other people, often using local and personal experiences.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children have many opportunities to move confidently and safely. Physical play equipment is provided each session, the Sports Day allows children to practise skills and they move well to action songs and rhymes. Children are developing an awareness of healthy living. They use large and small equipment and tools with skill..

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children explore colour, texture and shape in their art work. They enjoy music and sing enthusiastically. They use their imagination very well in role play. Children use opportunities in adult led sessions to imagine journeys and outings. They express themselves well in painting and drawing.

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 more opportunities for children to be independent in self care;
- extend planning to include more activities for children to link sounds to letter, write names, link counting to numerals and use mathematics to solve problems;
- include more detail in the planning of activities to show what children will learn from the activity, and how it will be extended for the more and less able children.

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.