



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133009

DfES Number: 515932

INSPECTION DETAILS

Inspection Date 02/07/2003
Inspector Name Janice Clark

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bishop Sutton Pre School
Setting Address Methodist Hall
Bishop Sutton
Bristol
BS39 5TR

REGISTERED PROVIDER DETAILS

Name The Committee of (Committee run group) c/o Caroline Savage

ORGANISATION DETAILS

Name (Committee run group) c/o Caroline Savage
Address Fairhaven
The Street
BISHOP SUTTON
BS39 5UU

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

Bishop Sutton pre school is an established group. It operates from the Methodist Church Hall in the village of Bishop Sutton. The group has access to the main hall, kitchen, toilets and a small enclosed outdoor area. The playgroup serves the local area.

The playgroup is registered to provide care for 24 children between two and five years old. There are 37 children currently on roll. This includes ten funded three year olds and sixteen funded four year olds. There is one child attending who has special educational needs. There are no children currently attending who have English as a second language.

The group opens four days a week during school term times. Sessions last from 09:15 - 13.00 on Mondays, Tuesdays, Wednesdays and Fridays and includes an optional lunch club.

There are three full time members of staff with early years qualifications who work with the children. There are three other part-time members of staff who also work with the children. The setting receives support from the Early Years Partnership. The group does not provide overnight care.

How good is the Day Care?

The group provides good care for children. The staff offer a warm and welcoming environment with colourful examples of children's work displayed. The premises are clean and well maintained with adequate room for children to play freely and with confidence both inside and out. There is a wide range of toys and equipment suitable for all ages and stages of development. Records are accessible, stored securely and updated regularly. Confidentiality is maintained. There is an effective registration system in place and the children are protected from unvetted adults. However, some of the groups policies and procedures lack detail. Staff attend regular training and development sessions to further their knowledge of child care.

The staff are conscious of safety hazards within the setting. They carry out a risk assessment at the beginning of each session. However, they do not have a policy to inform staff of the safe procedures for outings. Staff actively promote good health and hygiene through good practice and activities. Snacks are varied, healthy and nutritious. Staff are aware of the procedures to follow in the event of a child protection issue.

The group offer a wide range of activities which help promote progress in all areas their development and learning. Children are engrossed and interested in their play. There is good interaction between staff and children and they listen to what they have to say. Resources are easily accessible to all children. They reflect images of culture disability, gender and ethnicity. Good behaviour is praised and rewarded although on occasions children's behaviour is not managed appropriately. All children are valued, included and staff work well with the parents to ensure that their individual needs are being met.

Parents receive good quality information about the groups policies and procedures. They are kept well informed about the children's care and development.

What has improved since the last inspection?

No actions raised at previous inspection.

What is being done well?

- The staff offer a wide range of activities, toys and equipment which help to promote progress in all areas of development. The staff interact well with the children. Children are interested and engrossed in their play.
- The staff provide a warm and welcoming environment with colourful examples of children's work displayed. It is clean and well maintained with adequate space for children to move about freely and with confidence both inside and out.
- Children's differences are acknowledged and valued and resources reflect images of culture disability, gender and ethnicity. Children are included in all activities and staff work well with the parents to ensure that their individual needs are being met.
- Parents receive good quality information about the group's policies and procedures. They are kept well informed about the children's care and development.

What needs to be improved?

- the policies for the lost and uncollected child.
- the policy to inform staff of the safe procedures for outings and the method of recording emergency evacuation procedures.
- the method of recording incidents and the management of behaviour.

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
2	Increase the details of existing policies for lost and uncollected children.
6	Increase the details for the emergency evacuation procedure and devise a policy to inform staff of the safe procedures for outings.
11	Develop ways of extending children's awareness of good behaviour and extend existing records of incidents to include explanations.

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

How effective is the nursery education?

Bishop Sutton offers very good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make very good progress towards the early learning goals. They make very good progress in all areas of the curriculum.

Teaching in the group is very good. Staff's thorough knowledge of the foundation stage enables them to plan activities linked to the stepping stones. The key worker observations effectively inform the group's own profiling system to track the children's learning. Children are confident and enjoy participating in activities which reflects the staff's ability to enthuse and encourage them. Children are respected, with staff encouraging their independence and concentration skills. Independence could be extended using routine activities. An effective system supports children with special needs. Activity plans do not always clearly detail how more able children would be challenged, and evaluations do not give full details of whether learning goals were reached for all children. The group has a wide range of resources that are well displayed. Good use is made of learning areas with children particularly enjoying the maths area, supported by staff and interesting resources.

Leadership and management is very good. The committee and staff team share a joint ethos of continued development. Emphasis on continuing staff training is supported financially by the committee and play leaders are given time needed to plan an effective curriculum. All staff are keen to further develop their skills.

The partnership with parents is very good as they are seen as the child's main educators. Parents are well informed about the group's routines and policies and are encouraged to contribute to their child's learning. Key worker staff ensure frequent meetings keep parents involved and valued.

What is being done well?

- Clear leadership and a strong staff team have a clear vision of good quality education and a commitment to continued improvement through on-going staff development.
- Staff's close support ensure children are confident and involved in their play. Children enjoy contributing to group activities and are able to work on their own. Children are sociable and have caring relationships with each other and staff members.
- Partnership with parents is given a high priority and close links with the staff team ensure that children's individual needs are met and parents continue to feel involved in their child's learning.
- Good use is made of the hall to provide interesting, well resourced play areas that contribute to children's development in all areas of the curriculum.

What needs to be improved?

- planning and evaluation to ensure all children's needs are met, especially those who learn quickly.
- children's awareness of the need for consistent good behaviour.
- opportunities to further develop children's independence.

What has improved since the last inspection?

The group have made very good progress since the last inspection.

They have ensured children have increased opportunities to access resources in order to develop their knowledge and understanding of the world. Children enjoy a science table where they can explore resources such as magnets and magnifying glasses.

Children have been given access to additional natural objects such as sawdust and leaves in planned play activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and developing independence but staff could further foster this in routine activities. Children have warm relationships with the staff who are good role models. Children are interested in their play and are showing good levels of concentration which are supported by the staff's use of praise and encouragement. Good behaviour is encouraged but staff do not always consistently discuss consequences of behaviour such as what might happen if children run indoors.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are using language confidently to communicate with staff and each other. They are able to express ideas and feelings well during imaginative play. Children are enjoying developing writing skills and many recognise their names and attempt to copy them. Books are enjoyed and valued by children both in groups with staff, and independently throughout the session. Children are recognising letter sounds and are linking them to the written letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are counting competently and spontaneously and using mathematical language within their play activities. A well resourced maths area is attractive to children and encourages mathematical experimentation. Children learn about shape, size and patterns through practical activities such as filling the space in water containers and creating patterns with peg boards and bead threading.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff plan consistently well to provide opportunities and resources for children to explore and investigate objects in practical activities. Children gather bark and leaves in their autumn topic. Children are competent in using information technology and understanding its purpose. They are developing a sense of place and learning about their own environment. They made a collage map of their area. They are developing an understanding of their own culture and those of other countries.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently use a range of tools and construction materials to express their ideas. This included decorating a large cardboard dragon boat using a range of paint rollers, sponge shapes and brushes. Staff offer good resources to stimulate children's confidence in moving around their environment such as building a balancing track and obstacle course. Children's opportunities to practice climbing and balancing skills are extended through planned visits to a local play area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have frequent opportunities to explore colours and textures in a variety of well planned and resourced activities such as making collage pictures. Children enjoy singing familiar songs which staff present in a stimulating way including varying both rhythm and sound levels and with no words just the actions. Children are given time to develop and express their creative ideas both individually and in groups as when they decorated the large cardboard dragon boat.

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 key issues to report, but consideration should be given to improving the following:
- develop planning and evaluation to ensure all learning is gained from activities.
- develop children's independence and their raise their awareness of the consequences of some of their behaviour.

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.