



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400260

DfES Number: 520509

INSPECTION DETAILS

Inspection Date 29/01/2004
Inspector Name Mandy Black

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Catterick Village Pre-School
Setting Address The School Field
Mowbray Road
Catterick Village
North Yorkshire
DL10 7LH

REGISTERED PROVIDER DETAILS

Name The Committee of Catterick Village Pre-School Committee
1022619

ORGANISATION DETAILS

Name Catterick Village Pre-School Committee
Address Schoolfield, Mowbray Road
Catterick
Richmond
North Yorkshire
DL10 7LB

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

Catterick Village Pre School is run by a voluntary management committee and has been registered since 1992. It is located in a portable classroom within the grounds of Michael Sydall Primary School in Catterick Village. The pre school accommodation consists of one room with adjoining toilet facilities, a kitchen and cloakroom. Children have regular access to the pre school's own enclosed outdoor play area. The pre school serves children from the local community and is registered for 22 children aged 2 to 5 years. There are 27 children who attend throughout the week of whom 14 are funded three year olds and six are funded four year olds. There is one child with special educational needs currently attending; none of the children have English as an additional language. There are four members of staff working with the children each session; all are experienced, two are qualified and two are working towards a relevant childcare qualification. Qualified teacher support, advice and training is given by the North Yorkshire Early Years Partnership. Opening times are from 08:45 to 11:45 from Monday to Friday during term time; an optional lunch club runs from 11:45 to 12:45. The pre school is a member of the Pre School Learning Alliance.

How good is the Day Care?

Catterick Village Pre School provides good quality care for children. The environment is warm and welcoming, very attractively decorated with children's art work and well presented displays. There are a wide range of accessible resources that encourage children's independence; all are developmentally appropriate and offered on a rolling programme to ensure children have variety in their play.

A high regard for children's indoor and outdoor safety is highlighted in the effective range of written procedures and checklists devised by staff. Children understand and are involved in the implementation of rules for indoor safety, such as restricting the number of children who can play on the climbing frame at one time; this works very well in practice. All health and hygiene issues are well addressed and this is a particular strength of the pre school. There are good arrangements in place for providing snacks and drinks with a strong emphasis on healthy eating.

The interaction between staff and children is excellent. They regularly praise children's efforts and are interested in what they have to say, which helps build children's confidence and self esteem. Good support for children with special needs ensures that they make significant progress. Children's behaviour is excellent; staff demonstrate a sound understanding of effective behaviour management strategies.

Training issues are highlighted as an area to develop, as well as the appointment of a registered person, in order to meet National Standards. The vast majority of documentation is in very good order. The effective relationships established with parents have a positive impact on children's learning; all relevant information is shared with parents and confidentiality maintained at all times.

What has improved since the last inspection?

'not applicable'.

What is being done well?

- Relationships between the staff and children are excellent; the children converse confidently and freely with staff and each other. The staff provide opportunities for children to feel special and valued. This includes a very popular daily trip to the shop for one child and staff member, and helpers allocated on a daily basis to assist with pre school routines such as snack time and the weatherboard.
- Excellent hygiene practices run throughout the pre school session. This includes very good hand washing practices, effective systems to ensure food hygiene standards are maintained and a very clean, hygienic toilet and nappy changing area.
- Children behave extremely well; the staff are consistently positive in their approach and skilfully manage children's behaviour. They are respectful in the way they address each other which ensures that they are very good role models for children.
- Partnership with parents is very good. Staff have established effective relationships with parents; they ensure that all parents receive good quality verbal and written information about their child's individual progress, as well as detailed and comprehensive information about the service offered by the pre school.

What needs to be improved?

- training, the manager and deputy to seek advice regarding updating their qualifications
- organisation, to appoint a registered person and inform Ofsted of details
- documentation, to ensure that Ofsted details are included as part of the complaints 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
1	Seek advice regarding accreditation of prior learning so that manager and deputy may update their qualifications and appoint a registered person and notify Ofsted of the details.
12	Ensure that the complaints policy for parents includes Ofsted contact details

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

How effective is the nursery education?

Catterick Village Pre School provides a warm and welcoming environment where children make generally good progress towards the early learning goals. Children make very good progress in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, physical and creative development. They are making generally good progress in their mathematical development.

The quality of teaching is generally good. All staff fully understand the QCA Curriculum Guidance for the Foundation Stage and take an active role in curriculum planning. Planning links well to the early learning goals and provides different levels of challenge for different children. Staff have created a very attractive learning environment which promotes children's learning. Staff are very encouraging, take time to listen to children and ask appropriate questions to stimulate and extend their learning. However, opportunities for mathematics need to be developed.

Staff are effective role models for children's behaviour and this has a positive impact on their social skills. There are very good systems in place to support children with special educational needs (SEN).

Leadership and management is generally good. The staff are a well established team; they carry out their work with confidence and enthusiasm. All staff demonstrate a very good attendance at training events which helps them to improve and develop the provision.

Partnership with parents is very good. Staff use a variety of methods to ensure that parents are kept fully informed about the pre school curriculum. Partnership with parents is encouraged and valued which impacts positively on children's learning.

What is being done well?

- Children are confident and happy; they have established good relationships with each other and interact well with staff.
- Children have many enjoyable and interesting opportunities to become more aware of the environment and the natural world; they are provided with valuable first hand experiences such as taking part in traffic surveys, exploring autumn leaves and learning about the care of babies.
- Staff work very well as a team; they provide a range of interesting, well planned activities, all of which link well to the early learning goals and provide varying levels of challenge for children.
- The pre school environment contributes positively to children's learning. The bright and colourful displays of art work help to promote children's self

esteem; the educational alphabet and number friezes, written words and numerals all contribute to an effective learning environment.

What needs to be improved?

- opportunities for children to learn about and solve mathematical problems

What has improved since the last inspection?

The pre school has made very good progress since the last inspection.

They have addressed a lack of opportunities for children to write their names, using appropriate use of upper and lower case letters, by including it in their plans to include all children. They are encouraged to attempt to write their own names, in many cases they write over faint lines that staff have provided for them. Some children are able to write their own names.

Staff continue to recognise the importance of the valuable skills children need to learn before attempting to write.

They have addressed the issue of insufficient opportunities to practise letters to communicate meaning. Staff now write children's name and interpretation of their drawing on their work and encourage children to 'write' their own.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate high levels of attention when participating in activities; this is highlighted during stories and singing. Their behaviour is excellent and they are beginning to show care and empathy for others. Children respond well to adult's requests and have a good awareness of their boundaries within the setting. They manage developmentally appropriate tasks such as using the bathroom independently and putting on their own shoes, very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children make good use of their developing vocabulary, confidently initiate conversation and communicate well with adults and their peers. Older children are aware of the letter sounds that make up their names and are able to suggest words that begin with the letter of the week. Children can recognise their own names and more able children can identify those of others; they confidently select the correct name cards at registration, as well as other times through the session.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make good use of mathematical language and use words such as big, little, small and tiny. They are developing effective counting skills and they recognise many shapes and written numbers. There are insufficient opportunities to learn about and solve problems with numbers. Children have a sound understanding of positional language and use words such as up, down, between, forwards, backwards and sideways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very interesting opportunities to learn about their environment and the natural world and enjoy regular local outings. They confidently construct recognisable models using a variety of resources, unsupported by adults. All children demonstrate very good skills using ICT; most are able to competently complete appropriate programmes without assistance.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children participate in a wide range of activities using a variety of resources, to develop their fine and gross motor skills. They have many opportunities to move around, either to music or using large equipment such as obstacle courses or wheeled toys. They are developing a very good awareness of healthy practices in regard to eating, sleeping and the importance of personal hygiene. They wash their hands thoroughly before eating and after using the bathroom, and talk informatively about germs.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good, enjoyable opportunities to explore experiences using all of their senses; they experiment with clay, dough, soapflakes and paint. They enthusiastically take part in singing and have good planned opportunities to experiment with sound and rhythm. Children make ample use of their imagination and use available resources to extend their play.

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

- Plan opportunities for children to learn about and solve mathematical problems

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.