



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280020

DfES Number: 519774

INSPECTION DETAILS

Inspection Date 05/11/2004
Inspector Name Carole Argles

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Alderholt Sunbeams Preschool
Setting Address St James's CE(VC) 1st School
Park Lane
Alderholt, Nr Fordingbridge
Dorset
SP6 3AJ

REGISTERED PROVIDER DETAILS

Name The Committee of Alderholt Sunbeams

ORGANISATION DETAILS

Name Alderholt Sunbeams
Address St. James C of E (VC) First School
17 Park Lane, Alderholt
Fordingbridge
Hampshire
SP6 3AJ

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

Alderholt Sunbeams Preschool is run by a voluntary parent management committee. The pre-school opened in 1966 and operates from its own building which is situated in the grounds of St James CE (VC) First School near the centre of Alderholt in Dorset. The pre-school has a separate enclosed outside play area.

A maximum of 26 children may attend the pre-school at any one time. The pre-school normally accepts children from the age of 2 years 6 months and is open every week day during school term times from 08.30 until 15.00. An out of school club for children aged up to 13 runs from 15.00 until 18.00.

There are currently 42 children who attend the pre-school of whom 21 children receive funding for nursery education. A further 6 children attend the out of school club. Children mainly come from the village.

The nursery currently supports a number of children with special educational needs but no children who speak English as an additional language.

The nursery employs eight staff. Two of the staff, including the manager, hold an appropriate early years qualification and two staff are working towards a qualification.

The committee also run a parent and toddler group which operates from the village hall.

How good is the Day Care?

Alderholt Sunbeams Preschool provides a satisfactory standard of care for the children. The premises are clean and tidy. Staff use the space effectively to provide a wide range of activities for the children. They create a welcoming environment with notice boards, posters and displays. There is a suitable range of furniture, toys and equipment. However currently there are fewer toys and activities for older children who attend the newly opened out of school club. All the required policies,

procedures and records are in place. Some staff are currently attending training.

Staff supervise the children well at all times and the premises are generally safe. However there is no procedure to make sure that the area is checked thoroughly each day and some safety equipment, for example socket covers, is not in place. Staff promote children's good health and hygiene well. They take training so they can meet children's needs in case of an emergency. They have an understanding of child protection issues. Staff respect parent's wishes for their child for example by meeting dietary requirements. They provide good support for children who have special needs.

The children are happy and settled and relate well to the staff. They are learning to share fairly and to become independent. Staff have high expectations for children's behaviour and most children behave well. Most staff use positive methods to help children learn right from wrong and give them praise and encouragement. Staff provide a wide range of activities for the children which support all areas of their development, giving them opportunities for pretend play, physical and quiet activities.

Staff and parents have a friendly relationship. They frequently talk about the children's care and this helps staff to meet their individual needs. Parents receive satisfactory information about the pre-school but do not have ready access to copies of the policies and procedures.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff make good use of the premises and have areas dedicated to pretend play, creative and quiet activities. Some toys and activities are stored so that children can select and use them independently. Staff are continuing to develop the outside area to support the children's learning.
- Children are happy and settled. They relate well to the staff who are interested in them and talk with them about their homes and families. Staff give children plenty of praise and encouragement.
- Staff have a good understanding of ways of promoting good health and hygiene. They make sure that the premises and equipment are kept clean and take precautions to prevent the spread of infection, for example by encouraging children to wash their hands frequently.
- Staff have a good understanding of special needs issues. They provide good support for children who have special needs and work closely with their parents and others to ensure that their individual needs can be met.
- Staff provide a good range of toys and resources which reflect diversity to help children develop a positive approach to others in society.

What needs to be improved?

- the range of activities and toys available which provide suitable levels of challenge for older children who attend the out of school club
- the children's safety by implementing a procedure to ensure that the premises are checked daily
- the management of the children's behaviour by ensuring that all staff implement the positive strategies outlined in the behaviour management statement
- the partnership with parents by making sure that they have ready access to the policies and procedures of the pre-school.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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
5	Extend the range of toys and activities in order to meet the developmental needs of children aged over 5 years.
6	Implement a procedure to ensure that the premises are checked thoroughly before use.
11	Ensure that the behaviour management policy is implemented consistently by all members of staff.
14	Make sure that copies of the policies and procedures of the pre-school are made readily available for parents.

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

How effective is the nursery education?

Alderholt Sunbeams Preschool provides nursery education which is of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching is generally good. Staff relate well to the children and sit with them at the activities giving them help and encouragement. They provide good support for children with special needs. Generally staff manage children's behaviour well. They plan and provide a wide range of interesting activities which help children make good progress in all areas of their development. However, the planning does not give equal emphasis to all areas of learning, for example mathematical development. Staff often observe what the children can do and record their progress regularly. They make generally good use of this information to provide suitable levels of challenge for the children. Staff provide a wide range of toys and equipment and bring in extra interesting resources to support children's learning. Staff make good use of time and children are well-occupied.

The leadership and management is generally good. Sessions run smoothly as the staff are clear about their roles and work cooperatively together. Staff are committed to improvement and attend training. They have begun to monitor and evaluate the effectiveness of the nursery education and children's learning. Assessment of the strengths and weaknesses of the pre-school has identified some areas for development and action plans are in place to ensure these are addressed. The newly elected management committee have yet to fully establish their role.

The partnership between staff and parents is generally good. They have a friendly relationship and often exchange information about the children. Staff keep parents well informed about their child's progress and encourage them to take their development records home and to add what they know about their child. However, parents receive limited information about what their child will be learning.

What is being done well?

- The children are happy and confident and separate readily from their carers. Staff help them settle by talking with them about their families and encouraging them to bring in objects from home.
- Most children speak clearly and are developing a wide vocabulary. They talk about real and imaginary events and are beginning to express their feelings and to describe what they are doing.
- Staff provide many activities which encourage children to handle small objects and this helps them develop good hand-eye coordination. Writing materials are readily available and the children are interested in making marks, for example writing lists in their pretend play. Some children are

beginning to form recognisable letters and to write their names.

- There are many activities, including walks, which help children find out about the natural world around them. Staff provide extra resources, such as a binoculars and a bird's nest, to encourage the children's interest and to provide new experiences.
- Staff often encourage children to use their senses when using or examining objects. Children are beginning to respond to their experiences, for example describing the sounds and drawing the sights of bonfire night.

What needs to be improved?

- the planning of activities to ensure that equal emphasis is given to all areas of children's learning
- the partnership between parents and staff to make sure that parents are kept well informed about the activities being provided and what their children will be learning
- the new committee's understanding of their role in managing the pre-school and monitoring the children's learning.

What has improved since the last inspection?

Areas identified for improvement at the last inspection were to:

develop staff knowledge and understanding of the early learning goals so that they can promote the children's learning and progress in all areas, including helping them to develop their awareness of mathematical terminology such as addition and subtraction and their calculation skills;

increase staff's understanding of how to challenge children effectively, expecting the most from them. In particular, ensure that children are given sufficient freedom to express their own ideas during adult-led craft activities;

develop the assessment records on children's achievements so that they reflect their progress towards the early learning goals in all six areas of learning.

There has been generally good improvement since the last inspection.

Staff have taken training and by using the Curriculum Guidance, most have developed a generally good knowledge and understanding of the early learning goals. They use this to help them plan children's learning and usually provide suitable levels of challenge for them. However staff do not give children's mathematical development equal emphasis in their planning and at times miss opportunities to extend their thinking.

Children are able to use their imaginations and develop their own ideas in creative art activities, for example selecting from a good range of resources to make their own bird's nest pictures.

Staff frequently take opportunities to observe children at the activities, making brief notes of what they can do. They use this information to assess and then record children's progress through the stepping stones towards the early learning goals in all areas of their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled. They are interested in the activities and readily take part. Many are developing good concentration. They understand there are times to sit quietly. Most children behave well and are beginning to recognise the needs of others by sharing and taking turns with toys. Staff generally use positive ways to help children learn to manage their own behaviour. Children are becoming independent both with their personal care and when choosing and working alone at activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children speak clearly and take turns in conversation. They talk about real and imaginary events. Many children speak confidently and offer their ideas at group times. There are activities which encourage children to listen carefully and some children are beginning to link sounds and letters. They enjoy books and some select books to look at alone or read with staff. Children are developing good hand-eye coordination. They are interested in writing and some can form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children are beginning to count, correctly linking objects to numbers, and some can recognise numerals. During number rhymes and games children are beginning to compare groups of numbers. However there are few planned activities which encourage the more able children to think and solve simple number problems. Children are learning the correct words to describe and compare objects and to name shapes. They use shapes in their play for example when completing puzzles or making models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are many opportunities for children to examine and find out about objects and nature. They observe changes and consider how things work, making jellies and melting ice-cubes. They use real and pretend everyday technology. They are beginning to find out about their own and other cultures. Children often make models with construction toys but there are few planned activities where they can select and try out their own ways of joining and building with a wide range of materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with coordination and control. They are developing a good sense of space, for example when playing or sitting together or using wheeled toys. They use a range of equipment in the outdoor area and they move in a variety of ways to music. However at present they have no opportunities for climbing. Children use malleable materials and simple one-handed tools like scissors and they often handle small objects and complete puzzles. This helps them develop good hand-eye coordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination and talk about their ideas in pretend play, often working cooperatively together. Children enjoy music and singing and join in readily with the words and actions. There is a range of art activities provided for the children and they are able to express their own ideas. Many children can recognise and name colours and they have opportunities to explore colour mixing. Children often talk about the appearance, texture, smell and sound of things around them.

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

- review the planning of activities to ensure that equal emphasis is given to all areas of children's learning
- extend the partnership between parents and staff to make sure that parents are kept well informed about the activities being provided and what their children will be learning.

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.