



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY272086

DfES Number: 518613

INSPECTION DETAILS

Inspection Date 11/11/2004
Inspector Name Julie Neal

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Ide Pre School
Setting Address c/o Ide First School
High Street, Ide
Exeter
Devon
EX2 9RN

REGISTERED PROVIDER DETAILS

Name IDE Childcare Trust 1099449

ORGANISATION DETAILS

Name IDE Childcare Trust
Address c/o Ide First School
High Street, Ide
Exeter
Devon
EX2 9RN

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

Ide Pre-school and Out-of-School Club have been run by the Ide Childcare Trust, a registered charity, since 2003. The groups are situated in a classroom in the grounds of the primary school in the village of Ide, near Exeter, and serve the village and nearby communities. Pre-school and out-of-school care are provided. The pre-school operates Monday to Friday 09.15 to 11.45, and on Monday afternoons only from 12.30 until 15.00. A breakfast club runs from 08:00 to 09:00, and an after-school club runs from 15:30 to 18:00. Children have access to the school playground and hall for some activities, and use the toilets in the main school building.

The provision is registered to care for up to 24 children aged three to under eight, and opens term time only, with a holiday club running in longer school holidays. Funded nursery education is provided for three- and four-year-olds, and there are children attending with special needs. There are six members of staff working with children, three of whom have level three qualifications and one is undertaking early years training. The provision has had support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Ide Pre-School provides good quality care for children. The provision is organised well to ensure good levels of support for children, and staff ensure that both indoor and outdoor space is used effectively.

Children take part in a good variety of activities that encourage learning and development in all areas. They explore and investigate confidently and show high levels of interest and engagement. Staff make good observations and assessments of what children do, and these are used well to inform planning. Activities are supported by an extensive range of resources, including those that reflect cultural diversity. Staff ensure that a variety of resources are arranged to be easily accessible to children, who freely self select items. Good account is taken of the

needs of different age groups and staff ensure that activities and resources used in different sessions are age appropriate. Staff interact very well with children. They are positive and encouraging, and have good strategies in place to manage behaviour in an appropriate and consistent manner. They show a good understanding of equal opportunities issues, and ensure that individual needs are understood and met well. The provision is very inclusive, with good support for children with special needs.

Staff show regard for health and safety issues, and there are appropriate routines in place to ensure children are kept safe and well. However, some risk assessments need updating.

Parents are made very welcome within the setting. They receive good quality information about the setting, the curriculum, and the activities their children take part in, and children's records are shared appropriately. They are encouraged to take an active part in the setting and to be involved in their children's learning. Documentation is maintained appropriately.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children take part in a good range of activities that encourage learning and development in all areas. These are age appropriate, and supported by a variety of resources, which are easily accessible to children.
- Space is used very well to ensure there is a wide choice of activities available to children.
- Staff show a good understanding of equal opportunities issues and demonstrate inclusive practise. Support for children with special needs is very good.
- Staff interact well with children, and manage behaviour in a consistent and positive manner. They make good observations of what children do, which are used well in planning.
- Staff work well with parents to ensure individual children's needs are met. Parents are kept well informed about the provision and their children's progress.

What needs to be improved?

- written risk assessments for out of school club.
- radiator covers not securely fixed.

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.)

Not applicable

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
6	Ensure that all risk assessments of all aspects of the provision are up to date, and develop a system to ensure any issues raised as part of a process of safety checks are addressed promptly.

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

How effective is the nursery education?

Ide Pre-School provides good quality nursery education. Children are making very good progress towards the early learning goals in personal, social and emotional development, communication language and literacy, knowledge and understanding of the world, and physical development. Children are making generally good progress towards the early learning goals in mathematical development and creative development.

The teaching of the children is generally good. Staff show good knowledge and understanding of the early learning goals and stepping stones. Planning makes clear links to each of the six areas of learning, and to aspects of learning. Staff have developed good systems of observation of what children do, and systems of assessment link well to the stepping stones. However, planning processes and methods of assessing individual children's progress have been very recently implemented and are still being developed. Staff regularly evaluate the effectiveness of activities in achieving learning objectives and this is used well in future plans. Support for children with special needs is very good, and individual education plans for children with special needs are clear and focused. Staff manage children's behaviour well, they are positive and consistent.

Leadership and management of the setting is generally good. Staff are committed and enthusiastic, and the management team have worked well to develop the provision. However, systems of appraisal have yet to be implemented.

Partnership with parents is very good. Parents are provided with good quality information regarding the setting, the curriculum, and children's progress. Effective key working systems ensure good liaison with parents.

What is being done well?

- Children are confident, relating well to each other and adults. They communicate well, and are developing good literacy skills.
- Children explore and investigate the properties of the natural world confidently, and show a good understanding of time and place. They
- are developing appropriate mathematical skills, they count well and show good understanding of positional language.
- Children move very confidently within their environment and have good spatial awareness.
- Parents receive good quality information about the setting and the curriculum. Support for children with special needs is very good.
- Staff show knowledge and understanding of the early learning goals and

make good observations of children. These are used well to plan the next steps for individual children.

What needs to be improved?

- opportunities for children to develop calculation skills.
- range of musical activities.
- range of child led creative opportunities.
- staff appraisal systems.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and well motivated. They are enthusiastic about the activities they take part in and confidently make choices about what they wish to do. They interact very well with each other and with adults, and are developing good levels of personal independence. Children are developing an understanding of right and wrong, behaviour is good and they care and share well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently with each other and with adults. They link sounds and letters well and make good use of language to organise their thoughts and ideas. They are developing a good understanding that print has a meaning and handle books very well. Children are writing well for a variety of purposes and are forming recognisable letters, with older and more able children clearly writing their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well and confidently, and number recognition is good. Shape recognition is very good and children make and recreate patterns well. Children show good understanding of language of size and use accurately and appropriately. Children are learning simple calculation, but are not developing these skills in regular activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate the properties of a good range of materials. They take part in activities that develop knowledge of the natural world, and they are learning well about their community and local environment. ICT skills are good and they are learning well about their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very confidently, they are well co-ordinated and show good spatial awareness. They are developing awareness of their bodies and how they work, and are learning basic health awareness. Children confidently use a good range of tools and equipment that develop large and small motor skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children take part in a range of interesting art and craft activities and use a good variety of media and materials to explore colour, shape and texture. They enjoy role-play activities and imaginative play, however, opportunities for children to express themselves in creative activities with no defined end product are too limited. Children take part in regular musical activities but variety is not extensive.

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

- Continue to develop systems of planning and assessment. Ensure that there is an appropriate balance of activities across all areas of learning, with particular reference to mathematical development and creative development, and encourage children to develop their skills in informal and non - adult directed activities.
- Develop and implement a system of staff appraisal.

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.