



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133477

DfES Number: 512690

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Charlbury Pre-School
Setting Address Charlbury Children's Centre
The Old Grammar School, Park Street, Charlbury
Chipping Norton
Oxfordshire
OX7 3QP

REGISTERED PROVIDER DETAILS

Name The Committee of Charlbury Pre-School 273783

ORGANISATION DETAILS

Name Charlbury Pre-School
Address Charlbury Children's Centre
The Old Grammar School, Park Street, Charlbury
Chipping Norton
Oxfordshire
OX7 3PS

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

Charlbury Pre-School has been established for over 30 years and is managed by a committee of parents and carers. It operates in the Old Grammar School on the outskirts of the village of Charlbury and serves the local rural area. The pre-school has the use of a large playroom, kitchen, cloakroom and toilet facilities. There is an enclosed playground to the rear of the building. Other groups make use of the premises when the pre-school is not operating.

The pre-school opens during school term times, on Monday to Wednesday from 09:00 to 13:00 and on Thursday and Friday from 09:00 to 12:00. An afternoon session is also held on Thursday from 12.45 to 14.45 for children aged 2.5 years.

There are 48 children on roll, of whom 17 are 3-year-olds in receipt of nursery education funding and 18 are funded 4-year-olds. There are no children attending for whom English is an additional language and no children who have been identified with special educational needs.

There are six members of staff who work a variety of sessions during the week and over half have appropriate early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Charlbury Pre-School provides satisfactory care for children. The staff attend a good variety of training courses to develop their skills. They co-operate well together to ensure that all sessions are suitably staffed and have developed effective procedures to exchange information. Whilst most documentation is in order some aspects lack sufficient detail and some paperwork is not appropriately stored. Despite the limitations of their building the staff provide a welcoming environment to families and good use is made of the available space and resources.

Staff pay good attention overall to health and safety within the setting. They are

developing their understanding of risk assessment and take this into account when preparing outings. Staff undertake regular first aid training and are aware of their responsibilities. However, there are lapses in the procedure for recording administered medicines. Staff are attentive to children's dietary needs and promote children's understanding of healthy living. Staff plan activities to ensure equal opportunities for all children and they are aware of how to support children with special needs. They also have an appropriate understanding of child protection issues.

The children enjoy participating in a wide range of activities, expressing their own ideas in colour, shape and texture. Overall the sessions are well run though at times the staff are not sensitive to the children's interests and desires. The children are learning how to behave appropriately though the adults can be slow to offer praise for good efforts.

The partnership with parents and carers is satisfactory. Parents take an active part in the life of the group through their fund-raising and attendance on a rota. Staff share information with parents though not frequently enough for some families.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff choose new resources very well giving thought to how they can promote the children's development. Challenging new outdoor equipment and large puppets for storytelling are two examples.
- The programme of activities and resources effectively promotes the children's understanding of different races and cultures. Visitors are welcomed into the group to widen the children's experiences by singing songs in Spanish or listening to Ghanaian drumming music.
- Staff promote the children's understanding of healthy eating with well-chosen topic activities. The children show their awareness of healthy living when they feel how fast their hearts are beating after running.

What needs to be improved?

- the procedure to record medicines administered during the session
- the detail recorded in registration to include actual hours of attendance and the presence of visitors
- the storage of some documentation to ensure confidential information is kept secure
- the staff's approach to behaviour management by offering more praise and being more aware of the children's interests.

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
14	Ensure that all the necessary detail is recorded in documentation and that confidential information is stored securely.

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

How effective is the nursery education?

Charlbury Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their knowledge and understanding of the world, physical and creative development is particularly well planned with links being made with the other areas of learning. Resources and hands on experiences of different cultures are very good.

The quality of teaching is generally good. Staff plan together to provide a balanced curriculum for children and use assessment to inform their future planning. Planned activities are interesting and provide the opportunity for children to develop and further extend their knowledge. Staff give individual support during small group activities particularly when promoting safety and introducing new skills. Whole group activities are well resourced but ineffective group management results in children losing interest which impacts on children's enjoyment and learning.

The leadership and management are generally good. The committee involve themselves in the daily management of the group and meetings are arranged to ensure the views of all staff are heard. Management are committed to improving the education available to children but has not fully addressed, monitored and implemented all issues raised at the last inspection.

The partnership with parents and carers is generally good. Parents are kept well informed about the nursery education provision and the activities their children are involved in. Newsletters are informative and planning is on display. Detailed progress and development records are kept for all the children, parents are welcome to share these records, however, arrangements to share records are irregular and informal.

What is being done well?

- Staff provide an exciting range of resources to develop children's understanding of a topic. Children investigate food and enjoy making close observations as they make fruit salads using tropical fruits chopped by sharp knives. The same fruits are put in a feely bag and children delight in their skill at being able to name them without even looking. Once all the fruits are out of the bag, children then use their learned knowledge to produce still life drawings.
- Children are provided with a good range of resources and planned hands on activities to develop their knowledge of other cultures and cultural differences. They celebrate the Chinese New Year and children create bright and colourful wall displays and enjoy the challenge of using chopsticks to pick up their food.

- Children are set challenges when using outside play equipment. They use bikes and trolleys and children adhere to the rules of the road and remain in the tracks painted on the playground. Children respond to further challenges when road signs are introduced to give further instructions.

What needs to be improved?

- the management of large group sessions to provide equality of learning opportunities for all children
- opportunities for children to use simple addition and subtraction to problem solve in play situations
- opportunities to develop children's listening skills
- the sharing of children's progress with parents.

What has improved since the last inspection?

Limited progress has been made since the last inspection. An action plan has been drawn up but a key issue raised at the last inspection has not been effectively addressed and remains an issue.

In addressing the issue of matching activities to the levels of the children staff now hold detailed records of children's abilities. Activities are planned to provide extensions for the more able children. Staff guide children to activities appropriate to their stage of development and understanding.

The second issue relating to the supervision and management of large groups remains an issue. Group activities are well planned with an exciting range of resources available to provide interest to children but the disruption caused by a small group of children hinders other children's enjoyment and learning. Planned supervision of this session has not been effective and staff are not always well deployed to manage the situation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in available activities, they busy themselves when they come in and move freely from one activity to another. Staff value children's work and they are praised for their achievements, however, the delivery of praise is sometimes rather brusque. Children concentrate and respond appropriately when working in small groups but large group situations are not always well managed. Resources to promote cultural differences are excellent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children select from an excellent range of attractively displayed books. Good resources are used to promote children's understanding and enjoyment at story time but ineffective management of the group leads to loss of interest. Children speak with confidence but do not always listen attentively. Children learn that text carries meaning and regularly practise their writing skills to name their work. Staff are supportive in the development of children's skills when managing writing tools.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from an environment containing lots of number. They count confidently beyond 10 and match numbers of objects to numbers and written numerals. Children recognise differences in weight when handling objects and name the basic shapes and their properties. Children solve practical problems using puzzles but opportunities to use simple addition and subtraction to problem solve are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children to develop a good understanding of the natural world. In exploring the topic of food children make close observations of tropical fruits and the vegetables that grow in this country. Interest tables further develop children's learning and provide the opportunity for children to independently build on their learning. Children access an exciting range of construction, which includes large planks and blankets.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Outdoors children are set challenges to develop their physical skills. They manoeuvre using bicycles moving confidently around obstacles and keep within given tracks. The activity is extended to include the observation of road signs. Children are taught to handle balls and hoops. Skills are practised during team games and sports practice. Staff promote safety when using sharp knives and support children as they learn new skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in group movement sessions distinguishing between heavy and light movements. Children explore colour and texture using a broad range of tools and materials. Children are developing their senses and are encouraged to use descriptive language when discovering a tropical fruit in a feely bag. Activities are well resourced and many result in children creating their own piece of work, staff encourage this development.

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

- improve the management of large group sessions to ensure children's contributions are valued and staff are well deployed to offer support to each other
- increase opportunities for children to use addition and subtraction to problem solve in play situations.

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.