



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144318

DfES Number: 518675

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Samantha Powis

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sturminster Marshall Pre-School
Setting Address 78 High Street
Sturminster Marshall
Wimborne
Dorset
BH21 4AY

REGISTERED PROVIDER DETAILS

Name The Committee of u/a

ORGANISATION DETAILS

Name u/a
Address u/a
,
u/a

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

Sturminster Marshall Pre-School is located in a portable class room within the grounds of Sturminster Marshall First School. Established in 1973, it is run by an elected committee of parents and is independent of the school. The portacabin is owned by the setting and is for their sole use. Children attending are predominantly from the local village community.

Pre-school sessions are Monday to Friday from 09:00 to 11:45. The Pre-school operates during term time only.

The group is registered for 20 children from two to under five years. There are 26 children on the register with 8 funded three year olds and 12 funded four year olds. The group support children who have special educational needs, and children and families who have English as an additional language.

There are five staff employed to work directly with the children. Two members of staff are qualified to level three in childcare, with another staff member currently working towards a level three qualification. One staff member is currently working towards a level two qualification. All staff have experience in childcare and regularly attend short training courses relating to their roles.

The group is supported by the Dorset Early Years Development and Childcare Partnership, and is visited regularly by the Early Years Consultant.

How good is the Day Care?

Sturminster Marshall Pre-School provides good quality care for children. Staff demonstrate a good understanding of the national standards, however, organisation within the setting does not ensure that the best use is made of space and staff as a resource. Children's work is used very well in displays, to create a welcoming, bright and stimulating environment for both children and adults. A wealth of accessible and well maintained resources are available to the children. Documentation is well organised and available on the premises, whilst maintaining confidentiality.

Staff have a high level of awareness of potential risks to children's health and safety, they carry out daily health and safety checks, and regularly review risk assessments. Clear written records ensure that accurate information is recorded regarding accidents and medication, with parents kept fully informed. Staff obtain detailed information about children's individual needs, to ensure any requirements are respected as appropriate. There is a clear policy regarding child protection, staff are confident in the procedures, and aware of their responsibilities.

Children take part in a broad range of activities that contribute to their development and learning, however, some activities lack challenge for older and more able children. Assessments are made of children's progress. Effective support is offered to children with special educational needs. Children develop good relationships with staff and other children. Children's behaviour is very good, staff use appropriate strategies to manage this, regularly praising and encouraging the children for their efforts.

Excellent relationships have been established with parents. They are provided with good information about the setting, and about the educational programs followed by the children, enabling them to support their child at home. They are made to feel welcome, and have regular opportunities to exchange information with staff.

What has improved since the last inspection?

The group have made good progress since the last inspection. At this time they were asked to address two actions, which they have completed.

The first action related to the consent sought from parents regarding seeking emergency medical attention and advice. Each parent has signed a written consent stating that in an emergency, medical attention can be sought by staff, and also indicates any individual wishes of the families that they would wish to be respected by medical staff. This consent and information would enable staff to seek immediate attention for a child, therefore reducing the risk of delay.

The second action related to the completion of risk assessments. These are now carried out and reviewed every half term. There is also a daily safety checklist completed, to ensure the premises are regularly checked therefore minimising risk to the children.

What is being done well?

- Very good relationships are established with parents, they are provided with excellent information about the setting prior to their child starting, and are made to feel welcome during the settling in process. They are familiar with their child's key worker and feel confident to discuss their child's progress on a daily informal basis. They are supplied with a detailed written report of their child's development annually, and have an opportunity to meet with the key worker to review assessment records and progress.
- Children have access to a wide variety of well maintained resources and equipment. Resources are presented to appear interesting and stimulating,

with some storage allowing self selection by the children.

- Procedures to ensure children's health and safety are very good. Staff offer good supervision at all times, and remain vigilant about children's safety. Clear and accurate records are maintained and written procedures are followed through in practice by practitioners.

What needs to be improved?

- organisation within the setting, to ensure that the use of space and staff maximises play and learning opportunities for children.
- the challenges set for older and more able children.

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	Review the organisation of space and staff deployment, to ensure all areas are fully utilised .

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

How effective is the nursery education?

Sturminster Marshall Pre-School offers good quality provision for children, where they are making generally good progress towards the early learning goals. Progress in physical, creative and personal, social and emotional development is very good, with generally good progress in all other areas.

Teaching is generally good. Staff manage children's behaviour very well. They are consistent and clear in their approach. Lots of praise and encouragement is given to the children throughout their activities, to which they respond well. Staff have a sound understanding of the early learning goals and the related stepping stones, and interact very well with the children. Plans lack detail of staff deployment, and learning intentions according to the children's needs, which leads to a lack of challenge for some older and more able children in some areas of learning.

Leadership and management of the setting is generally good. Staff and committee demonstrate a sound understanding of their individual roles and responsibilities, and work together well as a team. There is a clear commitment to improvement, staff are encouraged and supported by the committee to update their skills and knowledge, through attending training opportunities. Staff share their skills through regular staff meetings. There is no system in place to monitor the overall effectiveness of the setting.

Partnerships with parents are very good. Parents are provided with very good information about their child's developmental progress, and have regular opportunities to share what they know, during formal and informal discussions with key workers. They are given detailed information about forthcoming activities, and about the foundation stage curriculum, to enable them to support their child at home. They are made to feel welcome within the pre-school and are familiar with their child's key worker.

What is being done well?

- Children's personal, social and emotional development is very good. They are settled and confident within the pre-school environment, secure in the familiar routine, and are developing independence. They establish comfortable relationships with staff and other children, developing a caring and respectful attitude. They demonstrate good behaviour and respond well to the consistent and positive approach by staff.
- Partnerships established with parents are very good. They are provided with detailed information about their child's developmental progress, and about forthcoming activities and projects, enabling them to support their child's learning at home.
- Physical development is very good. Children have excellent opportunities to

use a wide range of large and small equipment and tools, to develop muscle control and co-ordination. They enjoy balancing and moving over, under and through, on the interesting climbing equipment.

What needs to be improved?

- Opportunities for children to extend their knowledge and understanding of numbers and simple problem solving, as part of the daily routine and through planned activities.
- Children's awareness of letter shapes and sounds.
- Planning, to ensure it clearly identifies staff roles in helping children to achieve the learning intention of an activity, and that they are sufficiently challenged within the activity.

What has improved since the last inspection?

The setting has made generally good progress overall since the last inspection, and very good progress in the first of the three key issues they were asked to address.

The first key issue related to the partnerships established with parents. The group have introduced a formal parents consultation system, to work alongside the daily feedback they offer to parents. This has had a positive effect, leading to parents feeling well informed about their child's developmental progress, and giving them increased opportunities to share what they know about their child, also, enabling them to support their child further at home.

The second key issue related to the systems in place for assessing children's progress to ensure that all aspects are noted, and used to plan for individual progress. The group have introduced a new system for assessing progress, which has been effective in ensuring they now record information about all areas of learning. Although staff discuss children's progress when planning activities, and refer to their assessment records, more able children are not always sufficiently challenged during activities.

The third key issue related to extending teaching skills to ensure that open ended questions are used to encourage the children to think of their own ideas and to solve problems. And to offer more challenging activities to extend the skills of more able children. The staff have developed their skills, and on an individual basis, do now encourage the children to think for themselves, however, there continues to be a lack of challenge for older and more able children in some key activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond well to the clear and consistent behavioural expectations established by staff, developing a good awareness of what is right and wrong, and a respect of others. Children are confident to explore the nursery environment. They develop good relationships with each other, and appear secure in the daily routine. They have many opportunities to develop a good sense of being a member of the pre-school and school communities, learning about their own cultures and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language confidently to express themselves, communicating well and sharing their ideas with friends and staff. They use a developing range of vocabulary during role play situations. They enjoy having stories read to them, and join in with parts that are familiar to them. Children are not offered sufficient opportunities to extend their understanding of print, or book handling skills and lack opportunities to extend their awareness of letter sounds and symbols.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently use numbers and mathematical language in their play, counting with confidence, with some children counting numbers to 10. Children have good opportunities to recognise and name simple 2D shapes including circles, squares and rectangles, and are able to identify these shapes within their own environment. Older and more able children are not sufficiently challenged to extend their understanding of numbers, or have a go at simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to explore, and demonstrate excitement and fascination when engaged in activities involving finding out how things work. They are developing an awareness of the natural world, and observe changes in their own environment. They talk confidently about events in their own lives, and are learning about others. Children do not have sufficient opportunities to consolidate what they have learnt, through their own experimenting.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with care and excellent co-ordination both indoors and out. They have very good opportunities to participate in physical activities. They move very confidently within their play spaces, having regard for each other. Children develop excellent manipulative skills through a range of activities which develop fine motor control. They use small tools such as pencils, pens, and scissors with increasing skill. Children are learning about health and fitness, through daily activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically with singing, both independently and in a group. They have opportunities to use musical instruments and explore the sounds they make. They move their bodies imaginatively to music, listening carefully to the rhythm. They have good opportunities to explore colour and texture, and regularly use paint and other collage resources to create their own pictures, using their imaginations.

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

- Increase opportunities in mathematics and communication language and literacy to extend children's learning.
- Review the detail included in plans to ensure appropriate challenge is offered to older and more able children.

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.