



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271564

DfES Number: 519540

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Sue Stuart

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care
Setting Name Burbage Pre-School
Setting Address Burbage Primary School, Blackmans Lane
Burbage
Marlborough
Wiltshire
SN8 3TW

REGISTERED PROVIDER DETAILS

Name The Committee of Burbage Pre-school

ORGANISATION DETAILS

Name Burbage Pre-school
Address Blackmans Lane
Burbage
Marlborough
Wiltshire
SN8 3TP

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

Burbage Pre-school was registered in 1994 and moved to its current site in 2003. The pre-school operates from a purpose built mobile classroom in the grounds of Burbage primary school. The pre-school serves the local area.

There are currently 18 children from two to five years on roll. This includes 13 funded three-year-old children. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during term times. Sessions are between 09:00 and 12:00. On Monday and Wednesday afternoon children from two and a half to five years may attend sessions from 13:00 to 15:00. Children may stay for a supervised lunch club from 12:00 to 13:00.

Two full-time and three part-time staff work with the children. Three staff have early years qualifications to NVQ level 2 or 3 and two are currently on training programmes. The setting receives support from the Wiltshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Burbage Pre-school provides good quality care. The new unit is attractive and an inviting, child-friendly environment. The main room is organised to allow children to move safely around. However, the arrangement of space does not provide separate areas for different activities so that children can work on their own and choose their own activities. Children use a good range of toys and equipment. Staff are deployed well and work in appropriately sized groups. Staff have early years qualifications and access local childcare training courses. Documents are clear and accurate, most regulatory procedures are in place and are stored securely.

Staff promote good hygiene practices and a good level of risk awareness means the children are safe and secure. Children's individual needs are well met and staff are

sensitive in their approach to the welfare of all children. The pre-school is proactive in addressing special educational needs to ensure their specific needs are met. Staff discuss any issues of concern with parents and promote anti-discrimatory attitudes with the children they care for. Staff are aware of their responsibilities with regard to child protection issues and share local procedures with parents.

Staff provide a broad range of appropriate practical activities, such as sand and painting, that promote children's development. They ensure children are involved in interesting play and learning opportunities both inside and outside. Suitable strategies for managing behaviour are in place, children behave well and understand what is expected of them.

The pre-school has good relationships with parents and provides a welcoming environment. The brochure provides clear information about all aspects of the setting. Parents have access to all the policies and procedures. Current information displayed on the notice board keeps parents up to date with topics and events. Parents have informal opportunities to discuss their child's progress and achievements.

What has improved since the last inspection?

not applicable

What is being done well?

- The pre-school works well in relationships with parents. A clear brochure ensures parents are well informed about all aspects of the pre-school. Current events and information are displayed on a notice board. All policies and procedures are available to parents.
- Staff plan a wide range of interesting activities, particularly to help children develop their physical and creative skills, such as responding to action rhymes, and moulding playdough.
- Good use of resources allows children to develop and make progress, for instance taking part in a lively informative music session. Staff support children's play and praise their efforts.
- Positive behaviour is encouraged and strategies are in place to support and promote the welfare of children.

What needs to be improved?

- the organisation of space to ensure there are separate areas for different activities
- the completion of the complaint procedure and the written permission from parents regarding the collection of 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
4	Organise the space to ensure there are separate areas for different activities.
12	Complete the complaint procedure and obtain written permission from parents regarding the collection of children.

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

How effective is the nursery education?

Burbage Pre-school is of good quality and children make generally good progress towards the early learning goals. Children make very good progress in creative development, and generally good progress in four areas of learning; mathematical development has significant weaknesses.

Teaching is generally good. Staff plan interesting topics that link through the learning programmes, such as playing with airport items as part of a topic on transport. However, everyday routines do not always provide sufficient daily emphasis for all areas of learning, particularly for mathematical development. Currently a new planning system is being implemented; there is scope for further development, especially the short term plans. Generally staff are aware of how children learn, although challenges do not always extend their learning. Children behave well in response to the expectations and positive support of staff. The pre-school provides a good range of equipment and resources to support learning in all areas including those reflecting awareness of other cultures. The routine allows time for children to work individually with an adult, and in groups. However, the organisation of the room prevents children from selecting their own activities to develop independent learning. An assessment system is in place.

Leadership and management are generally good. Much of the success of the pre-school is due to the partnership between the new committee and staff to improve standards. Staff work well together. Newly qualified staff are keen to develop their own skills. They assess their strengths and weaknesses well. They evaluate and monitor the pre-school education programme and have begun to act on their findings.

The partnership with parents is generally good. Parents are given clear information about the pre-school. They are given chances to be involved in their child's learning, and to discuss their progress and achievements, but there is scope to develop this area further.

What is being done well?

- Children's personal, social and emotional development is generally good. Staff are caring providing positive role-models for children. They promote good behaviour and encourage and praise children's efforts.
- A range of appealing creative practical activities encourage children to express their thoughts, and communicate their ideas in a variety of ways.
- Staff provide inviting topics to engage children's interests and efforts, in particular pretend play helps develop communication and language skills, for instance drawing themselves on a bus as part of the topic on transport.

- A good range of resources and equipment ensure that children's physical skills develop well.

What needs to be improved?

- the daily opportunities for children to develop their mathematical knowledge and understanding
- the effective use of space to enable children to select their own activities and work on their own
- the challenges for all children to ensure their individual needs are met
- the opportunities for parents to discuss their child's progress and achievements.

What has improved since the last inspection?

At the last inspection the pre-school agreed to four key issues;

develop the programme for mathematics and make more use of planned activities and daily routines to enable children to apply mathematical ideas; to place greater emphasis on the shape, sound and name of letters when planning to improve children's knowledge of the alphabet; continue to develop planning and assessment systems; develop staff knowledge of the requirements of the Code of practice on the identification and assessment of the special educational needs.

Generally good improvement has been made to the provision since the last inspection. The pre-school have purchased resources for mathematical development, however, there are significant weaknesses in the learning programme. Staff do not provide sufficient daily opportunities for children to develop their knowledge and understanding of number.

Children have daily opportunities to see their name and familiar words in print and use appropriate alphabet resources. However, there is scope for further focus on letter sounds.

The pre-school have introduced a new curriculum planning format and assessment system. Staff observe the children and record their findings. Regular staff meetings are held to plan activities across the six areas of learning, however, the short term planning does not ensure that all six areas receive sufficient attention. Current SENCO training for pre-schools has allowed the pre-school to attend and become familiar with current practice. Generally these improvements have made a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children relate well with each other and adults as they share their experiences and ideas together during the sessions. They show interest and are keen to join new activities. Children work well on their own using equipment available, although there are few chances to select and use items to develop independent learning. Children behave well, and show awareness of others as they share toys. They take turns fairly, such as playing a board game. They demonstrate good personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversations with each other and with adults, for instance while reading about trains. They develop their thinking skills through a variety of activities, for example talking about elephants. They choose and read books both for enjoyment and information. Children recognise their names, some are beginning to write them. However they have few daily to chances to recognise letter sounds and shapes. They practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have few opportunities to count and use numbers during every day situations, such as the number of children present. They learn to compare and match objects and to find out about size and shape through practical hands-on activities, such as sorting dinosaurs and threading beads. They handle a good selection of equipment to develop their understanding of number and mathematical language, however children are not given opportunities to develop their learning fully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features in their environment, although there are few chances to explore and investigate natural objects. Children question how and why things work as they construct and make models, such as making and using a 'building block' helicopter. They frequently talk about past and present events in their own lives and about the lives of others. They celebrate a variety of festivals to learn about other cultures. They use ICT to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and show good co-ordination when balancing on beams. They respond to instruction and move safely, for example taking part in the action song 'row row the boat'. They were not made aware of changes to their bodies during activities. Outdoors they climb and slide, and use ride on toys to help their physical control. They use a wide range of equipment, tools and materials, such as cutting with scissors, and spreading glue to develop their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good practical opportunities to explore texture using a variety of art materials, for example, creating an individual elephant collage. They learn to identify and differentiate colours. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of pretend situations, such as domestic play with small world items. They have good chances to explore through their senses, for example feeling damp sand.

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

- provide appropriate challenges and learning opportunities for children, especially in mathematics, to ensure progress through the stepping stones
- organise the space to enable children to select their own activities and work on their own (cross reference Standard 4)
- provide regular opportunities for parents to discuss their child's progress and achievements.

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.