



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223511

DfES Number: 524147

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name Janette Elizabeth Owen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Clehonger Pre-School
Setting Address Clehonger Village Hall
Clehonger
Hereford
Herefordshire
HR2 9SD

REGISTERED PROVIDER DETAILS

Name The Committee of Clehonger Pre School

ORGANISATION DETAILS

Name Clehonger Pre School
Address 12 Syers Croft
Clehonger
Hereford
Herefordshire
HR2 9SU

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

Clehonger Pre-School opened in 1974. The group operates from the village hall in Clehonger, Herefordshire. A maximum of 27 children may attend the pre-school at any one time. The pre-school is open five days per week from 09.00 to 15.00 during term time. Children may attend either a morning session, afternoon or all day. One day per week the group is joined by a parent and toddler session. Children have access to a secure outside play area.

There are currently 32 children aged from 2 years to 5 years on roll. Of these, 16 children receive funding for nursery education. The pre-school supports children with special needs and who speak English as an additional language.

The nursery employs nine staff. Six of the staff hold appropriate early years qualifications and two members are currently working towards a qualification. The pre-school is a member of the Pre-school Learning Alliance and also receives support from the Early Years Development and Childcare Partnership

How good is the Day Care?

Clehonger Pre-School provides good care for children. Children are cared for in a well organised, welcoming environment where activities and resources are set out to provide a stimulating learning environment. Children are well supervised by staff who work well together in order to meet the needs of the children. Most staff hold relevant qualifications and others are accessing training in order to improve their knowledge.

Staff are aware of health and safety requirements and take reasonable steps to maintain children's safety. Written policies are available to back up the work practices. Some procedures need to be reviewed in order to ensure risk assessments are more informative, that details of any vehicles used to transport children are available and systems for completing accident records reviewed. Staff provide a supportive environment for children with special needs, they work closely with parents and other professionals to meet children's individual needs. Children's

snack time is particularly well organised, children are able to develop their independence in choosing their snacks and drinks which are healthy and nutritious.

Children are provided with a good range of exciting play and learning opportunities. Staff work well with the children helping them to develop their skills and make good progress through good interaction and support. Children are given praise and encouragement, they respond well to the expectations for good behaviour.

There are good arrangements in place to support parents and provide them with opportunities to exchange information on their child. Parents' views and requests are taken into consideration when settling in a new child. There are arrangements in place to seek the views of parents on the provision, this has resulted in a drop in session where parents are able to discuss children's progress and daily routine in more depth with the supervisor.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Children's access to activities and resources is good, the use of the available space is well managed to provide specific learning areas.
- Children are provided with healthy, nutritious snacks, snack time is well organised, promoting children's independence.
- Staff interact well with the children providing good learning opportunities and support.
- Arrangements for sharing information on the children's development with parents are good, their views on the provision are sought.

What needs to be improved?

- the procedures for carrying out risk assessments
- the procedures for recording details of any vehicles used to transport children
- the procedures for recording accidents.

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	Review procedures for carrying out risk assessments to ensure they are systematic and informative.
6	Review procedures to ensure details of any vehicles, used to transport children, and the drivers are kept.
7	Review procedures for recording accidents.

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

How effective is the nursery education?

Clelonger Pre-School offers very good-quality nursery education which helps children make very good progress towards the early learning goals.

Teaching is very good. Staff are well organised and provide children with a good range of practical activities which allows them to explore ideas for themselves and become independent learners. Key staff have a good understanding of the curriculum and the learning objectives. These are used to provide children with activities which offer opportunities for them to make good progress in all areas. Activities and resources are well organised and children are grouped appropriately, allowing staff to offer suitable challenges for older or more able children. Staff interact well with the children encouraging them to be involved in the activities and therefore promote children's understanding of new ideas and concepts.

Children receive a good level of support and activities are adapted to meet their needs. Good methods are used to enable children to become independent and confident. Circle games and physical activities are used effectively to encourage children to play well together. Children are generally well behaved and polite. Their progress is observed and recorded. Many activities take place in small groups where children receive a high level of support. Assessment of these activities concentrate on specific areas of learning and do not yet include all areas which are covered in less detail.

Leadership and management are very good. The management committee supports the staff in their daily management of the setting, allowing the staff to concentrate on the needs of the children. The person in charge of daily operations manages staff and the daily organisation well.

Partnership with parents is very good. There are good systems for sharing information with parents. Parents are made welcome and their views are regularly sought. They are encouraged to participate in their child's learning.

What is being done well?

- Children are provided with a well resourced, organised learning environment where they can participate in interesting activities, learning new ideas and concepts.
- Children are able to make their own choices and develop their independence using daily routines and activities.
- Children are developing their physical skills and co-ordination through participation in well organised physical play sessions.
- Staff interact well with the children encouraging them to be involved in the activities and to share their experiences and ideas.

What needs to be improved?

- systems for observation and assessment of children's progress.

What has improved since the last inspection?

Good progress has been made in improving the learning opportunities for children. The key issues identified at the last inspection have been addressed. Children are able to further develop their understanding of mathematics using practical activities such as cooking and messy play, they are beginning to use mathematical language in their play. Additional activities have been provided which allow children to explore and investigate, they are given opportunities to ask questions and develop their use of language, interaction with staff is very good. Staff are continuing to access training to increase their understanding of how to use activities and resources in order to support children's learning of different cultures and beliefs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident and independent, they are happy and settled. Well organised activities and routines are used to promote children's independence and enable them to make choices. Physical education sessions are used effectively to provide children with the opportunity to build their confidence in trying new skills and to begin to take responsibility for their own personal care in dressing and undressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing good communication skills and are able to converse well with each other and with adults. They are introduced to phonics in a visual and practical way which they are beginning to understand well. They learn letter sounds using signs and sounds. Children are starting to use books for enjoyment, they use the book area to select their own books and join in enthusiastically with story time. They are able to take books home to share with parents.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use a good range of different resources and activities when exploring new mathematical ideas. They are able to demonstrate their understanding of how to use mathematics in a practical way during activities such as cooking and messy play where they learn about weight, measurement and quantities. They use positional language and shapes during construction activities as they build and talk about what they are making.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their understanding of the world around them as they observe the changes in the weather and seasons. They observe the natural world as they learn how plants grow and collect leaves for printing. Children share their own experiences, talking about what they have observed and by making models of what they have seen, they are beginning to make sense of the world around them. They are beginning to learn about other cultures, beliefs and traditions through topic work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy the regular opportunities to practice their physical skills, through structured PE sessions, physical play and circle games. They have access to a good range of physical play equipment which is used well to enable children to develop a wide range of different skills and to develop their co-ordination, co-operation and control. The children learn about the importance of being healthy and observe the effect of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement: Very Good

Well structured music sessions are used to encourage children to try using different musical instruments, they are helped to work together and learn about rhythm and beat. Children use a range of different media and materials to produce individual pieces of art and craft work. They are learning to identify colours and how to mix new colours. They are encouraged to work independently and develop their own creativity and imagination.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further develop a manageable system for regularly observing and recording children's developmental progress ensuring all areas of learning are included.

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.