



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223530

DfES Number: 520062

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Susan Irene Tyler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gorsley Pre-School Nursery
Setting Address Quarry Lane
Gorsley
Ross-on-Wye
Herefordshire
HR9 7SJ

REGISTERED PROVIDER DETAILS

Name The Committee of Gorsley Pre-School

ORGANISATION DETAILS

Name Gorsley Pre-School
Address Quarry Lane
Gorsley
Ross-on-Wye
Herefordshire
HR9 7SJ

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

Gorsley Pre-School Nursery opened in 1975. It operates from two rooms within Gorsley Village Hall. The village of Gorsley is situated to the south-west of the county of Herefordshire and close to the county border with Gloucestershire. The group serves the local community and surrounding villages.

There are currently 24 children from 2 years 6 months to 5 years on roll. This includes 14 Nursery Education Grant funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens four days a week during school term times. Sessions are from 09:30 to 12.30.

Four part-time staff work with the children. Half of the staff have early years qualifications to NVQ level 3. The setting receives support from a mentor teacher from the Early Yearsdevelopment and Childcare Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Gorsley Pre-school provides good care for children. Staff have organised the premises well affording good supervision of children and have worked hard to make the premises welcoming and attractive. The group is well resourced and all equipment is in good condition. Documentation is organised with good procedures in place to ensure confidentiality is maintained.

Staff have high regard for children's safety indoors and outdoors and continuously evaluate it. Good hygiene routines are in place and children follow good hand washing procedures. Staff have a good understanding of healthy eating and children enjoy snacks and drinks that are nutritious. Children with specific dietary needs are well catered for.

A good variety of activities and resources is regularly available. Some resources reflecting positive images of culture, ethnicity, gender and disability are available but are a little limited. This is something that the manager is aware of and is hoping to rectify in the future. Children show great enthusiasm in their learning and are eager participants in small and large group activities. Children are grouped for some activities with the manager being the key person for all of the children. The group are hoping to create other key workers in the near future. Staff have high expectations of children's behaviour and this is reflected in the good behaviour of children.

Partnership with parents is good. Staff liaise with parents on a daily basis and the use of detailed admission forms and contracts enables staff to care for children as their parents would wish. Good use is made of a 'collection book' to ensure that children are collected by named individuals. Parents are kept well informed of their children's progress through daily chats and daily diaries. Parents have access to a well displayed notice board and are invited to many fundraising and social events.

What has improved since the last inspection?

At the last inspection, the new manager agreed to provide a document proving her identity and her qualification. The documents were provided and the manager's identity and qualification were clarified.

What is being done well?

- Staff have high regard for children's safety and are continuously finding ways to improve it.
- Children are enthusiastic learners and fully participate in the well planned activities.
- The premises are well organised enabling good overall supervision and they are well resourced, producing an attractive environment.
- Good procedures are in place to ensure children are collected by named individuals.
- Parents are kept well informed about their children.
- Children enjoy snacks and drinks that are nutritious.

What needs to be improved?

- the key worker system
- children's accessibility to resources reflecting positive images of culture, ethnicity, gender and disability.

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	Continue to develop the key worker system.
9	Increase children's accessibility to resources that promote equal opportunities.

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

How effective is the nursery education?

Gorsley Pre-school provides very good quality nursery education which enables children to make very good progress towards the early learning goals. A good variety of activities and resources is available and children are well supported by staff in all aspects of their play.

The quality of teaching is very good with staff accessing regular training. All staff have a good understanding of the Foundation Stage and are involved in planning. Plans are detailed and assessments monitor children's attainment, although assessments could be used more effectively to identify children's next steps of learning. Staff are positive role models for children and children's behaviour is very good.

The leadership and management of the setting is very good. Staff work well together as a team and are clear about their roles and duties. There is no formal keyworker system in place, although this is something the group intend to rectify for next term. The manager and committee support staff in accessing training, however staff's professional development could be enhanced by regular staff appraisal. Sessions are evaluated daily and comments recorded on daily plans to inform future planning. Regular meetings are held where staff and committee members contribute to discussion about strengths and weaknesses of the setting. There is a clear commitment from staff and committee to on-going improvements.

The partnership with parents is very good. Staff are friendly, approachable and parents feel welcome to discuss their children. Very good use is made of a 'collection book' that is used to inform staff of any changes to names of adults allowed to collect children. Staff are happy to talk with parents to discuss their children and any concerns they may have. Parents are also given daily diaries to read if they wish. They are welcome to view their children's records at any time. Parents are provided with good quality written information and staff maintain a well displayed notice board.

What is being done well?

- The provision for personal, social and emotional development is very good. Children are encouraged to become independent and are supported in developing their self esteem.
- Staff create a well planned and stimulating environment where children can learn through a wide range of practical play activities. Children are confident to try new activities and eagerly take part in a wide variety. Children are well supported by staff in all aspects of their play.
- The provision for knowledge and understanding of the world is very good. All children have excellent opportunities to explore and investigate in a variety of

ways.

- Staff are good role models for children, have very high expectations of children's behaviour and as a result children's behaviour is very good.
- Partnership with parents is very good. There are strong links between parents, committee members and staff. Great effort is made to keep parents fully informed about events and their children's progress.
- The provision for mathematical development is very good. Children practise number, calculation, shape, space and measure through a balance of structured and free play activities.

What needs to be improved?

- the use of assessment information to identify children's next steps in learning
- the arrangements for keyworker and staff appraisal systems.

What has improved since the last inspection?

The pre-school has made very good progress in implementing the three key issues from the last inspection. The impact on the children is positive with children now having many opportunities to think about 'how' and 'why' things happen. Their attainments are well documented and all children are being encouraged to take part in all the activities on offer.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to try new activities and eagerly take part in a wide variety. They show high levels of concentration and spend considerable time at activities. All children talk confidently within the group and on a one to one basis with other children and adults. Children behave very well and respond in a positive manner to requests from adults. They are developing good independence skills, taking themselves to the toilet, undressing and dressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and enjoy sharing their thoughts and feelings. They talk in small and large groups with confidence. Three and four year old children have good concentration and listen well to stories. They can predict what they think the story is going to be about and what will happen next. All children can access a writing table and materials. They handle writing materials well and older children can write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise their counting skills in both structured and free play activities. They have access to a varied selection of practical play opportunities which help to develop their mathematical skills. Children are beginning to understand the concept of calculation and use language correctly to describe size. They confidently recognise numerals from 0 to 10 and older children recognise many more numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children have excellent opportunities to explore and investigate in a variety of ways. When making model boats they think about how they will make them float and why they sink. Children have access to a good variety of materials which they can construct and make models from on a regular basis. Children are developing an awareness of time and place and take part in activities that give them an insight into their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a good variety of outdoor play resources which they use in a confident manner. They use the space around them with confidence and imagination and are aware of others whilst developing good control and co-ordination on play equipment. Children use and have access to a wide range of small equipment and other materials which helps them to develop fine movement.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to play imaginatively with a variety of resources and are allowed sufficient time to talk about their thoughts and feelings during their play. They are given many opportunities to explore colour, music, shape and space through meaningful activities. They are enthusiastic singers and sing many songs from memory.

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:
- the use of information from assessment records to enhance planning for individual children
- formalising the arrangements for keyworker and staff appraisal systems.

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.