



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223574

DfES Number: 585363

INSPECTION DETAILS

Inspection Date 04/02/2004
Inspector Name Janette Elizabeth Owen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pembridge Pre-School
Setting Address The Village Hall
Pembridge
Nr Leominster
Herefordshire
HR6 9DU

REGISTERED PROVIDER DETAILS

Name The Committee of Pembridge Pre-School

ORGANISATION DETAILS

Name Pembridge Pre-School
Address The Village Hall
West Street, Pembridge
Leominster
Herefordshire
HR6 9DU

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

Pembridge Pre-School opened in 2002. It operates from the village hall in Pembridge, a village close to Leominster, Herefordshire. The pre-school serves the local community.

There are currently nine children from two to five years on roll. This includes four funded three year olds and one funded four year old. Children attend a variety of sessions, most attend both days. The setting supports children with special needs.

The group opens two days per week during term times. Sessions are from 9:30 until 12:00.

Two members of staff work with the children, plus two relief members of staff. Less than half have early years qualifications to NVQ level 2 or 3. One member of staff will be attending training. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Association.

How good is the Day Care?

Pembridge Pre-School provides satisfactory care for children. The staff work well together to support, encourage children and maintain their safety. Due to recent changes in staff and committee, not all staff have the relevant training and qualifications. Staff are keen to access training and improve their knowledge, particularly of the foundation stage curriculum and the assessment of children. Children are provided with a welcoming environment, they are happy and settled. Children are provided with a range of appropriate activities and resources. The group is visited by the play bus which offers children the opportunity to access resources which are not available in the group due to storage problems such as information technology equipment.

Good staff to child ratios ensure children's individual needs are met. Staff are aware of the need to maintain children's safety, regular fire drills are carried out and

children's records are accurately kept. Children respond to the expectations for good behaviour. Staff are good role models and children are polite and considerate, often helping each other with tasks and activities.

Children are encouraged to independently select healthy, nutritious snacks. Children are provided with a wide range of stimulating activities. However, older or more able children are not always provided with sufficient challenges. Children with special needs are provided with support from staff and other professionals involved in their care. The supervisor uses sign language as an additional form of communication. Parents are provided with information on health and developmental problems.

The staff work well with parents, they are friendly and approachable. Parents are welcome in the group and are encouraged to be part of the committee. Parents are provided with a parent pack and are given regular verbal information on their child's routines and activities. Children's developmental progress is not recorded and shared with parents at this time.

What has improved since the last inspection?

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

What is being done well?

- Children are provided with a welcoming environment. They are happy and settled, and are developing confidence and independence.
- Children are provided with healthy, nutritious snacks and drinks.
- Children are provided with individual attention, the good staff/child ratio allows staff to get to know children and parents well.
- Staff are good role models, children respond well to the expectations for good behaviour, they are polite and considerate.
- Parents are made welcome, they take an active role in the group.

What needs to be improved?

- training, to ensure all staff meet the required qualifications and training
- the procedures to ensure children's developmental progress is recorded
- the procedures for carrying out and recording risk assessments.

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
2	Review and fully implement a training plan in order to meet the required training and qualifications for all staff.
3	Review the procedures for observing and assessing children's progress.
6	Review the procedures for carrying out risk assessments.

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

How effective is the nursery education?

Pembridge Pre-School has significant areas for improvement.

Children are making generally good progress in personal, social and emotional development, communication, language and literacy. Children are developing independence and are well behaved, polite and considerate. They readily help each other and are beginning to develop friendships. Children use language well. The weaknesses in other areas limit children's learning opportunities. Curriculum plans show a range of activities and experience available for the children, however, these do not always meet their learning objectives. The use of observation and assessment of children is not effective, limited information is available on some children. Individual Learning Plans (ILP) are available for children identified with special needs. The supervisor regularly uses sign language when talking to all children.

There are significant weaknesses in teaching. The assistants do not yet have the necessary qualifications, experience or understanding of the foundation stage curriculum. There are missed opportunities to extend the learning experiences and to challenge more able children. The physical limitations of the premises restricts children's access to regular outside play. Storage problems limit the amount of large equipment available, including technology equipment. Alternative arrangements are made to provide such items for short periods.

Changes within the staff group and the management committee have resulted in the supervisor taking on many roles and supporting the new committee. The committee is committed to assuming their roles and responsibilities.

The partnership with parents is generally good. Parents are involved in the group as part of the committee and as volunteer helpers. Parents are provided with a good range of general information. More information on the curriculum is needed to enable parents to take an active role in their child's learning.

What is being done well?

- Children's personal, social and emotional development is generally good. Children are developing their confidence and independence. They are well behaved.
- Children are developing skills in communication and use descriptive words imaginatively.
- Children are provided with the opportunity to see and use sign language.

What needs to be improved?

- access to foundation stage training for staff
- the planning and teaching of the curriculum to offer challenges for older/more able children
- procedures to observe and assess children's learning to enable them to make progress
- the provision of information for parents on the curriculum and on their children's progress.

What has improved since the last inspection?

Issues raised at the last inspection have not been addressed sufficiently. A system for planning the curriculum is in place but is not linked to the assessment of children's progress. There are still significant weaknesses in children's communication, language and literacy and in mathematical development. Arrangements for sharing information on the children's progress have not been developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. Children show developing confidence and independence particularly when involved in routine tasks. Children are polite and considerate towards others. Children have limited opportunities to share their experiences and ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. Children use language for communication well, using a range of descriptive vocabulary during activities and when negotiating with other children. Children have limited opportunities to link sounds and letters. Children are beginning to use a range of activities to practise writing skills. The organisation of the book area does not encourage children to use books independently and for pleasure.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's mathematical development. Children are beginning to say and use numbers during activities. Children are not provided with sufficient opportunities to compare numbers or to begin to develop an understanding of the concepts of addition and subtraction during routine activities. Children's knowledge and ability is not assessed or used to plan activities which are sufficiently challenging for the older or more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are significant weaknesses in children's knowledge and understanding of the world. Children are limited in their opportunities to use a range of tools and materials and to develop their designing and making skills. Children are not provided with sufficient opportunities to use technology due to limitations of storage and resources. Children are beginning to learn about other cultures and beliefs through stories and celebrating festivals.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's physical development. Children are provided with activities which help them to develop coordination and control during activities and routine tasks. However, children have limited access to outside play and large equipment due to the limitations of the premises. Physical development is planned for, however, it is not always delivered effectively to meet the needs of the children.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weaknesses in children's creative development. Children use their imagination to adapt activities for their own means and they use language well. Children are not sufficiently challenged to use media and materials to express their ideas and feelings. Staff are not confident in using a range of activities such as music, song and imaginative play to extend children's learning and provide opportunities for children to express and communicate their own ideas.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the staffs understanding of the foundation stage and early learning goals
- develop a system for assessing children's progress and attainment
- provide achievable challenges for children across all six areas of learning
- interact effectively with children to extend the learning opportunities.

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.