



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145931

DfES Number: 514779

INSPECTION DETAILS

Inspection Date	21/05/2003
Inspector Name	Angela Ismond

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Nomansland Pre-school
Setting Address	Nomansland Methodist Chapel Forest Road, Nomansland Salisbury Wiltshire SP5 2BP

REGISTERED PROVIDER DETAILS

Name	The Committee of Nomansland Pre-school
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ORGANISATION DETAILS

Name	Nomansland Pre-school
Address	Nomansland Methodist Hall ,Nomansland, SALISBURY Wiltshire SP5 2ES

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

Nomansland Pre-school opened in 1986 and is registered for sessional day care for 17 children aged from 2 to 5 years. The pre-school is open on a Monday from 09:30 to 13:00 and from Tuesday to Friday from 09:30 to 12:00 during school term times only. There are currently 26 children on role of whom there are 9 funded 3 year olds and 8 funded 4 year olds. The group caters for children with special needs and children with English as an additional language.

The pre-school operates from the community room attached to the chapel in the village of Nomansland, which is situated on the edge of the New Forest. The room is occasionally used by other organisations but the pre-school is able to create its own environment and leave children's work permanently on display. The pre-school has a kitchen and children's toilets. The rear garden consists of a grassed area with a permanent sand pit and garden shed. The front area has a hard surface to allow children to ride bikes.

A total of three staff work with the children. Most of the staff have appropriate child care qualification with others in training. The group receives support from a development worker from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Nomansland Pre-school provides satisfactory care for children aged from 2 to 5 years.

The pre-school provides a warm, safe and welcoming environment for both children and parents. The walls display much of the children's own art work. The play area is organised to allow the children freedom of choice where they can self select from the stimulating range of resources available. Activities are planned and it is evident that purposeful play is promoted in this setting.

Children's preferences are incorporated in the planning of themes, and their interests are respected by the staff. The children are well cared for and enjoy their play.

Children are praised and encouraged to develop their confidence and self esteem. Staff motivate the children in their play and learning and take an active part in developing the children's independence. In general the children behave well, however, at large group times they can become distracted.

The pre-school promotes the good health of the children e.g. visits from a physiotherapist, doctor and dentist to talk to the children. In general, routine hygiene practices are effective, however this could be improved at the children's snack times in order to prevent the spread of infection.

The pre-school has a supportive group of parents who assist on a daily basis. They are provided with a parent helper information sheet outlining the routine of the day and how they can support the children in their play. Parents views and support is valued and welcomed by the staff. All the required documentation is in place, however some records lack minor detail.

What has improved since the last inspection?

At the last inspection there were several actions raised which related to staff qualification level, safety, record keeping, children's learning, hygiene practices and other related issues. All issues have been addressed by the setting which has led to improvements in the group's record keeping, safety and learning opportunities for the children.

What is being done well?

- Children's interest and preferences are respected and catered for and incorporated in the pre-schools activity plans.
- Activities provided for the children are planned, interesting and stimulating. The play area is organised to allow the children freedom of choice and to self select. Resources are easily accessible for the children.
- Staff motivate the children in their play and learning. Children are encouraged to develop their independence.
- The environment is welcoming and rich in the children's own art work.
- The pre-school has a supportive group of parent helpers who assist the pre-school staff.

What needs to be improved?

- minor detail on some policies and procedures;
- hygiene practices at the children's snack times;
- organisation of the children's group times to maintain their interest.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	ensure that all visitors to the premises are informed that they must complete the visitors log
7	develop hygiene practices at children's snack times to prevent the spread of infection
11	review group times in order to maintain the children's interest and develop their concentration
12	ensure that the complaints procedure includes contact details of Ofsted

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Most staff have a good understanding of the early learning goals. They understand what the expected outcomes are from the activities they plan and present. The long term and daily planning is very effective. The staff are assessing the children's progress well, and use this assessment to inform their planning. The setting is well resourced, the playroom is welcoming and interesting. The playroom is well set out, so children can access the toys and equipment easily. Staff praise the children, and are consistently offering them encouragement. However, some of the children do not always behave appropriately when in whole group situations.

The quality of leadership and management is very good. The play leader and chairperson have a clear vision for the pre-school, and for the children's learning. They have identified any gaps in the educational provision, and the new play leader has set out an action plan showing how she plans to address these issues. The management value training and development, and encourage the staff to attend appropriate training, or provide in-house training if necessary.

The partnership with parents is also very good. Parents are encouraged to be involved in their children's learning in many different ways. Parents help in the setting on a daily rota, and often share their skills with the children. They can join the management committee. Parents stay in the pre-school to settle their children, or to share information. Parents are encouraged to contribute to the children's programme of assessment. There is clear information about the setting available to parents. Because their parents feel welcome, children settle well into the pre-school.

What is being done well?

- Children's development in knowledge and understanding of the world is very good, they are given a range of first hand experiences to encourage their learning about nature, to build and construct, and to use information technology.
- A well planned environment allows children to select their own resources and fosters their independence.
- The wide range of creative activities which encourage the children to explore different media, materials, music, and to use their imaginations.
- The play leader's skilled planning, which ensures all areas of the curriculum are met in interesting topics and themes.

What needs to be improved?
• children's attentiveness when in whole group activities.

What has improved since the last inspection?
The pre-school has made generally good progress since the last inspection. Two, of the three points for consideration have been met well. Parents are now involved in the children's assessment programme. Parents provide the setting with information when children enter the pre-school, and they are encouraged to add to the assessment whenever they are in the setting. The pre-school was also asked to check on the balance of the educational programme. The play leader makes long term plans that show how each area of learning will be presented each term, these plans are available to parents. The third point will be carried forward. Children still occasionally behave inappropriately, particularly at large group times. The staff will continue to consider ways to encourage appropriate behaviour, so that all of the children can enjoy times when they are in larger groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. The children are confident and eager to learn. Because the playroom is well set out, the children are able to select their own resources and become independent learners. They are encouraged to pour their own drinks at snack time, put on their own coats for outside play, and help tidy up at the end of a play session. Children are learning right from wrong, and are mostly well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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In communication, language and literacy, the children's development is very good. The children are able to use language to communicate ideas or feelings when they are playing together or at group times. They enjoy stories which are well told, and have learnt rhymes. The well resourced mark making areas encourage children to write. Children are able to recognise and write their own names and other words. There is an attractive, well resourced book corner.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children's learning in mathematical development is very good. The staff encourage children to count and use mathematics in their daily activities. Stories and rhymes are used to help children understand addition and subtraction. Children are learning about shapes, size and patterns through the use of a good range of resources. They are learning to solve practical problems, for example, when playing with construction toys or the train set.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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In knowledge and understanding of the world, the children's learning is also very good. Staff use interesting topics and themes to encourage children's learning about the natural world, and to teach them about their environment and community. Children use information technology with increasing skill. They enjoy building and construction in a number of different ways. The children are encouraged to explore and investigate, and to question why things happen and how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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In physical development, the children's progress is also generally good. The children to play outside regularly, they use wheeled toys with confidence, and enjoy moving to music. The children enjoy using a parachute, especially running underneath it. However, the opportunities for climbing are limited. Children use a wide range of tools with confidence, including scissors, paint brushes and marker pens. Topic work is used to teach the children about the importance of keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
In creative development the children's progress is very good. The children explore colour, textures and form through a range of different media. A music specialist visits the setting regularly. She helps the children to sing, play musical instruments and match music to movement. The children are encouraged to use their imaginations though role play, dressing up and in art. They enjoy free painting and use malleable materials such as play dough and gloop.	
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:

- Points for consideration
- develop strategies to encourage children to listen and concentrate in large group activities.

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.