



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131139

DfES Number: 513913

INSPECTION DETAILS

Inspection Date	26/03/2004
Inspector Name	Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tingewick Pre-School
Setting Address	Main Street Tingewick Buckingham Buckinghamshire MK18 4NL

REGISTERED PROVIDER DETAILS

Name	The Committee of Tingewick Pre-School
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ORGANISATION DETAILS

Name	Tingewick Pre-School
Address	Main Street Tingewick Buckingham Buckinghamshire MK18 4NL

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

Tingewick Pre-school opened in 1971. It operates in a modular building in the grounds of the infant school in the village of Tingewick near Buckingham. They are able to use the school play areas daily. The group is managed by a committee of volunteers, who are normally parents. The pre-school serves the local area.

There are currently sixteen children from two to five years on the roll. This includes five funded three-year-olds and six funded four-year-olds. Children attend a variety of sessions. The group supports children who have special needs and those who speak English as an additional language.

The group opens five mornings a week during term times. Sessions are from 09:00 until 12:00 on Monday, Wednesday and Friday, and from 09:00 until 11:30 on Tuesday and Thursday.

Four full time staff work with the children. One has early years qualifications. One member of staff is currently on a training programme. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Tingewick Pre-School provides satisfactory care for children. The Pre-school runs in a rural setting. There is a small team of dedicated staff, some of whom have worked in the group for many years. Training is considered high priority as is keeping up to date with best practices. The key worker system is well organised to support the children. Most of the policies and procedures are in place and are effective. The premises are light and airy and are used very effectively.

The staff have a clear understanding of their responsibility to keep the children safe. Emergency evacuations are carried out regularly and all the fire equipment is in place. They have a secure knowledge of child protection issues, but do not inform parents of the group's responsibilities to the children. Good hygiene routines are

practised and children are encouraged to become independent in their hygiene routines. Parents provide the children's snacks.

The pre-school provides an interesting range of activities some of which are planned by the adults and others are initiated by the children. The children have free access to many play materials and resources; they make good use of the home corner and dressing up clothes. The staff know the children well and take account of their individual needs. They are skilful in managing children's behaviour and in developing the children's confidence and independence.

The committee and staff value the parents and invite their involvement in the group. They provide them with regular information about the group and their child and involve them in the assessments being made. Most documentation is in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff ensure that the pre-school is welcoming; parents and children are greeted individually on arrival. The display areas are used well to exhibit the children's work attractively and to give information. The room is set out so that all areas are inviting and promote the children's learning. A wide range of toys and equipment are easily accessible to the children so that they are able to make choices.
- The setting has effective systems for developing good partnerships with parents. They are given access to policies and procedures, newsletters and details of future events. They are invited to make contributions to their child's assessment files and have regular consultations with the staff. They are also able to experience the child's activities at an open day.
- Snack time is managed very well. It is treated as a social occasion, giving the opportunity to everyone to join in discussions in an unhurried way. All feel valued and at ease. As part of the theme, tasting days are sometimes introduced, such as hot cross buns at Easter and shortbread on St Andrews day.
- The book corner is presented very well. It is comfortable and inviting. The children make good use of it individually and as part of the group. There is a comprehensive range of books that includes reference books.
- The committee and staff work well together. They have improved the pre-school environment by obtaining lottery funding to enable them to move into their own light and welcoming self-contained premises. They maintain close relationships with the school which benefits the children, especially with the transition into school.

What needs to be improved?

- policies and procedures, so that there is a procedure to follow if a child becomes lost.
- information to parents, so that they are aware of the group's role in the protection of children.
- documentation, so that parent's permission is requested to seek emergency medical advice or treatment.

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 must take the following actions by the date shown

Std	Action	Date
2	Develop a procedure for a lost child.	28/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

The provision for nursery education at Tingewick Pre-School is of high quality. Children are making very good progress towards the early learning goals. The children are enthusiastic and enjoy learning through wide range of interesting activities; they are becoming independent and enjoy being with their friends.

The quality of teaching is very good. The staff have a sound knowledge of the Foundation Stage, which ensures the provision of a good range of activities to promote the children's learning. The plans are very comprehensive and ensure that activities are provided to promote all areas of learning, and that activities can be modified for children of different abilities. The staff have close relations with the children and understand their individual needs; they carry out assessments, to which the parents are invited to make a contribution. All children are motivated and well challenged; their learning is extended through good questioning, discussions and interesting presentations of activities. The children are able to self-select and make independent choices.

Leadership and management is very good. The staff work well together as a team and are supported by the committee. The supervisor is in control on a day-by-day basis, she and the deputy work closely together. All are committed to improvement and are flexible and willing to try new ideas, but there is no system in place to formally evaluate the overall nursery provision. Training is given high priority.

Partnership with parents is very good and contributes to the children's learning. Parents are given clear written information about the group and the activities that are planned. They have the opportunity to exchange information daily with the staff and are encouraged to participate in their child's learning.

What is being done well?

- The children enjoy the imaginative way they are presented with activities. Norris, a red squirrel hand puppet, is a favourite. The children are eager to learn what he eats and how he lives and hibernates. They enjoy writing letters to Norris's mummy and best of all receiving replies. This provides many learning opportunities for the children in an exciting and motivating way.
- Mathematical development is introduced in an enjoyable way, which allows the children to practise skills, work creatively, reinforce their knowledge and use mathematical language. For example, with guidance and support, children created the number line on Easter eggs themselves, and were able to use it to sort numbers into the correct order.
- The children have the opportunity to learn about nature and the world around them through first hand experiences, such as growing beans and other

plants, making their own garden and observing and painting daffodils.

- Relationships between staff children and their parents is good. The children are becoming confident and independent and the parents are able to participate in their child's learning while in the pre-school and to be fully involved.
- Children's personal, social and emotional development is very good. The children enjoy their time in the pre-school, they are well motivated and are keen to see what activities are available. They have made friends and enjoy activities together. They are becoming aware of other's needs and help each other.

What needs to be improved?

- the monitoring and evaluation of the nursery education to ensure that the provision continues to develop and improve.

What has improved since the last inspection?

The pre-school has made very good progress in addressing the issues raised at the last inspection.

Each child is now assessed and their progress recorded, with the next areas of development being set. These assessments are used to inform the planning. This ensures that each child is adequately challenged and supported and that they make progress. Physical activities are included in the planning to ensure that children are able to use both large and small apparatus. The learning area of physical development is very good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The children enter the group confidently, eager to start their day. They have made friends and carry out activities together. Children have the opportunity to move around freely and to make choices; they are becoming independent. They are motivated to learn and concentrate well. They are beginning to understand that other people have needs and views, and to have regard for others. They are given clear guidance and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children communicate well, they speak confidently with peers and in front of the whole group, some with a little encouragement. They enjoy stories and become very involved; they like to answer questions, predict endings and repeat rhyming words. They handle books well and are becoming very familiar with print. All children recognise their own names and some recognise the names of others. Children use phonetics and are making very good progress at writing letters and words.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy counting and do it confidently. They recognise numerals well and are able to write them, for example when making the Easter egg number line, which used several of their skills. Children are beginning to calculate effectively and to solve problems such as 'Are there enough hot cross buns for all the children?' They know several shapes and relate them to everyday items. They use maths language to compare, sort and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The garden and nearby areas are used very well to stimulate the children's interest in nature, they grow plants both inside and outside. The children are learning in interesting ways about animals and their lives. They are showing curiosity and interest and are becoming proficient at using the computer. They talk confidently about personal events in their own lives and have a growing understanding of other cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children access a range of tools and activities to enhance their physical development. They have opportunities each day to use large equipment, to go outside into one of the playgrounds and to practise climbing, sliding, riding bikes, and jumping. They are shown how to do these safely. They have good co-ordination and are learning spatial awareness. They use tools with increasing skill to develop hand-eye co-ordination. Children help each other and collaborate.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a wide range of materials and express themselves through a variety of craft activities. The children's art work is displayed attractively to provide a sense of pride and achievement. They use their imagination well in the home corner to act out their own narratives. They initiate their own games, sometimes using one resource to represent another; a dress becomes a hairdressers cloak and cup and spoon become the bowl and brush for mixing dyes to change hair colours.	

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;
- ensure there is a system to evaluate and monitor the provision of nursery education so that the provision continues to develop and improve.

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.