



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 134437

DfES Number: 522492

### INSPECTION DETAILS

Inspection Date 05/06/2003  
Inspector Name Fran Fielder

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Acre End Pre-School Playgroup  
Setting Address Eynsham Village Hall  
Back Lane  
Eynsham  
Oxfordshire  
OX29 4QW

### REGISTERED PROVIDER DETAILS

Name The Committee of Acre End Pre-School

### ORGANISATION DETAILS

Name Acre End Pre-School  
Address Eynsham Village Hall  
Back Lane  
Eynsham  
Oxfordshire  
OX29 4QW

## 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

Acre End Pre-school was first registered in 1992 and moved to new premises in October 2001. The pre-school operates from one large room in Eynsham village hall and serves families living in Eynsham and the surrounding area.

The pre-school is open Monday to Friday from 09.15 until 11.45 term time only. They are registered to provide sessional care for 20 children aged from two to five years. There are 26 children on roll aged between two and five years. This includes 13 funded three year olds and three funded four years olds. There are no children with special needs or with English as an additional language.

There are four part time members of staff. Two have an early years qualification and one is currently on a training programme. A qualified first aider is in attendance at each session. The pre-school receives teacher support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Acre End Pre-school provides satisfactory care for children.

The pre-school is run by a management committee and all adults have a good understanding of their roles. Staff provide a safe and welcoming environment where children build warm and trusting relationships with peers and adults. The premises are secure and there are effective procedures for managing access to the provision.

Children learn the importance of personal hygiene through daily routines. Staff do not always ensure children are protected from the adverse effects of the sun when playing outside. Morning break is a social event and children are encouraged towards independence by pouring drinks and handing out biscuits. A healthier snack is not always available. Staff have a sound understanding of child protection issues and all have received training in this area. The special educational needs co-ordinator is well trained and has knowledge of the Code of Practice for the identification and assessment of children with special needs. There is wheelchair

access.

Staff provide a good range of play activities which promote learning. There are some resources, but few books, which reflect the diversity of our society. Children are well known and their differences acknowledged. Planned activities indicate the learning intentions. Children have free access to outdoor play. Behaviour management is good and children respond well to praise and encouragement. Staff are good role models and treat children and adults with equal respect.

Partnership with parents is satisfactory and parents are happy with the care provided. There is a welcome pack and policies and procedures are available but they do not always reflect the practice in the group. Parents are invited to help in the group and are given clear information regarding their role. There is no formal feedback and information regarding children's progress is shared verbally.

### **What has improved since the last inspection?**

This section is not applicable as the last inspection was a transitional inspection

### **What is being done well?**

- Children build warm, trusting relationships with peers and adults and staff are interested in what children do and say. (standard 3)
- Staff make good use of space and excellent resources. (standard 5)
- The security of the premises and the routines followed which ensure safety of children at all times. (standard 6)
- Behaviour management is good. Children respond to high expectations, praise and encouragement and are helped to learn the importance of caring and sharing. (standard 11)

### **What needs to be improved?**

- the protection of children from the adverse affects of the sun (standard 7);
- the food provided at snack time (standard 8);
- the opportunity for parents to receive regular information on their children's progress (standard 12);
- the policies and procedures (standard 14).

### **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
7	protect children from the adverse effects of the sun by ensuring that all parents provide hats and sunscreen
8	provide a healthier alternative to biscuits at snack time
12	provide opportunities for parents to receive regular information on their children's progress
14	review policies and procedures to ensure they reflect practice

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

### How effective is the nursery education?

Acre End Pre-School offers good quality provision which helps children make generally good progress towards the early learning goals.

The teaching is generally good and staff have a sound knowledge of the foundation stage of learning. Observations and assessment is partially used to inform the planning and although differentiated work is not included, this is highlighted in the evaluation of the activities. Appropriate challenges are set but expectations are not always high enough to stretch older or more able children. Good quality resources and staff support ensure children's interest is maintained. The provision for children with special needs is satisfactory. Behaviour management is very good. Children learn by example and respond to high expectations.

Leadership and management is generally good. All adults are aware of their roles. The staff team work very well together and take joint responsibility for planning, teaching and assessment. Staff are committed to improvement but evaluation is not used to assess the effectiveness of the provision. Professional development is valued and staff are encouraged to attend relevant courses.

The partnership with parents and carers is generally good. A welcome pack and notice boards provide good information about activities and routines. Parents receive general information regarding their children's progress but there are insufficient opportunities for formal feedback.

### What is being done well?

- Behaviour management is very good. Staff act as good role models and children respond to high expectations, praise and encouragement.
- Children learn initial sounds, extend their vocabulary and practice counting skills during circle time every day.
- Staff have a sound knowledge of the foundation stage of learning and use resources effectively. Activities are assessed and help identify areas for improvement
- Children are happy and confident and show a willingness to learn.

### What needs to be improved?

- formal feedback for parents;
- the planning of activities for more able children;

**What has improved since the last inspection?**

The pre-school have made generally good progress since the last inspection. The group were asked to improve the planning especially for mathematical development. This has been addressed and children have a better opportunity to practise number recognition in group and individual activities. Planning now identifies all areas of learning and includes some differentiation. Observation and assessment are not always used to inform the planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children are confident, show independence and a willingness to learn. They concentrate for extended periods. Behaviour is very good and children build strong relationships with peers and adults. Children show respect for each other and readily share toys. Daily reminder of group rules ensures children know and understand the reasons for good behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Children are confident speakers. They use good vocabulary during role play and express their needs effectively. Children listen attentively to stories, reacting and asking questions, but sometimes lack adult support when visiting the book corner. Early reading and writing skills are developing well and most children recognise, and write, their own names. They enjoy singing and dancing and join in action rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children learn how to use numbers as labels and for counting. Opportunities for simple addition and subtraction are limited. Children recognise simple 3D shapes and recreate them using a variety of equipment. Staff introduce some simple mathematical language during planned activities. Children learn about time through topic work and by taking part in designing wall displays.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children share past experiences and talk about future events. Planned activities help children learn about different cultures and customs. A computer is available but access is limited at the moment. Children explore and investigate objects and materials using appropriate equipment which they handle well. There are opportunities for children to develop their design and modelling skills.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children have free access to a safe surface, outdoor area. They practise throwing skills, climbing and riding bikes. Children move confidently showing good co-ordination and an awareness of others. They use simple tools with increasing dexterity. Children learn about health and hygiene through daily routines and planned activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children use their imagination in a variety of well planned activities such as art, music and movement and role play. Staff support children's imagination and introduce language to enable children to express their ideas. Access to a range of materials enables children to explore colour, shape and texture. The children help with display work but this is often adult lead.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- Introduce a more formal feedback process to ensure parents are fully informed of their children's progress and enable parents to take an active part in their children's learning.
- Ensure planning indicates differentiated activities to fully stretch older and more able children.

*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.*