



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253426

DfES Number: 585623

### INSPECTION DETAILS

Inspection Date 14/10/2003  
Inspector Name Fiona Stephenson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Hickling Pre-School  
Setting Address c/o Hickling Village Hall, Main Street  
Hickling  
Melton Mowbray  
Leicestershire  
LE14 3AQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Hickling Pre-School Committee

### ORGANISATION DETAILS

Name Hickling Pre-School Committee  
Address c/o Hickling Village Hall, Main Street  
Hickling  
Melton Mowbray  
Leicestershire  
LE14 3AQ

## 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

Hickling Pre-school opened in 1967. It operates from the main hall of the local village hall. There is also access to a kitchen, toilets and a small, enclosed outdoor playground, which is adjacent to the building. The group serves families from Hickling and the surrounding villages.

The pre-school is open Monday to Friday 9.30-12.00, term time only. On Wednesdays the pre-school offers a rising five session. Children attend a variety of sessions.

There are currently 27 children from two- and -a- half years of age, to five years of age attending the pre-school. This includes 10 funded three-year-olds and six funded four-year-olds. No children attending the pre-school have special needs, or have English as an additional language.

Six staff work with the children. Four of these have early years qualifications. Two members of staff are currently undertaking further training. Hickling Pre-school are members of the Pre-school Learning Alliance and access on going training through the Nottinghamshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Hickling pre-school provides good quality sessional care. The pre-school is well organised with the supervisor for each day being fully aware and up to date of any issues arising from the previous day. It is well supported by an active management committee comprising of parents. There are good staffing levels (including volunteers) to support the care of children. The premises are clean, and equipment and resources are of good quality and appropriate for the ages of children attending. Records and policies are mostly in good order.

Hickling pre-school has good safety systems in place for both inside the setting, and for outings. The pre-school acts in the best interest of the child if they are ill, and supports the good health of children by encouraging them to adopt good hygiene

practices. The setting does not regularly provide children with the opportunity to have healthy snacks. Each child is treated as an individual and all children are treated with equal concern. There are good systems in place to protect children from abuse, with staff being aware of child abuse issues and whom to contact.

The range and quality of resources and activities available for play and learning is excellent. Staff ensure activities stimulate and excite children, with children clearly enjoying their time at pre-school. Staff demonstrate caring attitudes with children and have developed positive relationships with them. There are good strategies in place for behaviour management, and the behaviour of children is good.

Partnership with parents is good. There is good verbal communication with parents on a daily basis, and good written information in the prospectus, termly newsletter and on the information board to keep parents informed of the care and activities their children are receiving.

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

The pre-school was asked to write a procedure to be followed in the event of a parent failing to collect a child or of a child being lost; it was asked to have an emergency evacuation procedure, and to have arrangements in place for the protection of children from abuse. These written procedures are now in place, and support the setting in ensuring the safety and well being of children. The pre-school was asked to have a sick children policy. This is now in place, and ensures that the pre-school and parents act in the best interest of the child.

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

- Staff listen and value what children say and do; and have high expectations of what children can achieve.
- Staff create an environment which encourages good behaviour.
- The pre-school provides an excellent selection of resources and activities to support children's care, learning and play.
- Partnership with parents is good, with parents being informed both verbally and in writing of the activities available to children, and of their child's progress.

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

- opportunities for children to have a healthy alternative to biscuits;
- care records to ensure they are confidential to the individual child;
- access of the new complaints policy to ensure all parents are aware of the name and address of the regulator.

**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   |
|-----|--|
| 8   | provide children with the opportunity to have healthy alternatives to biscuits at snack time.  |
| 12  | make available to all parents a written complaints statement that provides details of the telephone number and address of the regulator. |
| 12  | ensure records are confidential to the individual child.   |

## 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 in all six areas of learning. They are making excellent progress in Communication, Language and Literacy, and in Mathematics. Children are meeting, and in some instances exceeding, the early learning goals for their age and stage of development.

Teaching is very good. All staff fully engage children in the activities available. Staff have an excellent knowledge of the six areas of learning, and use planned and unplanned opportunities to question, stimulate, and support children in their learning. Staff demonstrate caring relationships with the children and are aware of their individual learning needs. There is a very good balance between child initiated play and adult led activities. There are currently no children with identified special educational needs or with English as an additional language.

The pre-school has a good partnership with parents. Parents are made aware of topics being covered through termly newsletters, and support children's learning in the home environment by having agreed learning 'targets' each term for their child. Learning objectives cover only one area of the curriculum each term.

Management and leadership of the pre-school is very good. The management committee is active in promoting care, learning and play opportunities for children. Staff training in the Foundation Stage is encouraged, enabling staff to deliver a very good programme of activities, covering the six areas of learning. On a daily basis, the pre-school is led by a different supervisor each day. There are good verbal and written systems in place to ensure information pertaining to children's education and care is passed on to the next supervisor.

### What is being done well?

- Staff's clear understanding of the six areas of learning, and the early learning goals therein, lead to well planned activities which engage and extend children's learning.
- Children's personal, social and emotional development is excellent. They are confident, independent, and demonstrate high levels of self esteem.
- Teaching in Mathematics and Communication, Language and Literacy, is very good, with the focus on mathematics and literacy on Wednesday mornings leading to excellent progress for four- year-old children.
- Children are afforded excellent opportunities to develop their exploration and investigation skills in planned activities for knowledge and understanding of the world.

**What needs to be improved?**

- enhance partnership with parents to give parents the opportunity to support teaching of all six areas of learning in the home;
- enhance children's understanding of different communities and cultures.

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

The pre-school has made very good progress since the last inspection. It now has a planning structure which includes long, medium and short term plans; and fortnightly meetings which focus on activities and children's learning intentions. The pre-school now has a written assessment of curriculum activities; assessment of children's learning is then fed-back verbally into the planning meetings. Staff have undertaken training to support the teaching of dance in the curriculum. Dance is now more fully incorporated into curriculum planning. The pre-school has incorporated information about the six areas of learning into their prospectus, and parents now have information relating to the foundation stage when their child first starts at the setting. Children have sufficient opportunity to explore their curiosity through planned activities, and via staff using opportunities arising from day to day activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate excitement and are motivated to learn. They show a high level of involvement in activities. Children play independently in the pre-school, they express their needs and feelings appropriately. Children demonstrate high levels of confidence and self esteem. They behave well and understand the difference between right and wrong. Children work well as part of a group, with three-year-olds learning to share and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate good language for communication, with older children initiating conversation. Children enjoy listening to favourite stories with older children being able to recall and describe main story settings and events. Three-year-olds know to read from left to right, with four-year-olds and more able children being able to read familiar words and associate letters with sounds. Children are able to use one handed tools, with four-year-olds being able to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy joining in with number rhymes and songs. They willingly attempt to use number names accurately in play, and many can count beyond 10. Older and more able children are able to recognise numbers 1-10. Children show interest in number problems, with four-year-olds finding the total number of two groups by counting all of them. Children are able to sort and match, and recognise and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children fully engage in opportunities available to explore and investigate. They are interested in their environment and in living things, and in finding out more about them. They notice and comment on patterns and show an awareness of change. Children show an interest in, and know how to operate simple intermediate communication technology. Children can construct, with four-year-olds and more able children constructing with a purpose in mind.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely and with confidence. They can move in a range of ways such as slithering, sliding, jumping and hopping. They are able to judge body space in a confined area and show respect for the personal space of others. They are aware of how to keep themselves healthy by having good personal hygiene practices. Children show increasing skill in using tools and equipment which require small muscle movements, such as pens and scissors.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children can differentiate colours, with older and more able children exploring what happens when colours are mixed. They demonstrate well developed imaginations and make good use of role play opportunities. Children enjoy singing, dancing and music. They can sing simple songs from memory and use their imagination in music and movement sessions. Children enjoy exploring the different textures, shape and forms of objects.

**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:
- Enhance the role of parents in their child's learning by providing them with further information about early learning goals for their child in all six areas of the curriculum.
- Enhance children's understanding of different communities and ethnicities by further integration in curriculum planning.

*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.*