



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102806

DfES Number: 517003

### INSPECTION DETAILS

Inspection Date 07/10/2004  
Inspector Name Linda Janet Chauveau

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name The Crypt Pre School  
Setting Address The Crypt  
St Marys Church, Killigrew Street  
Falmouth  
Cornwall  
TR11 3PR

### REGISTERED PROVIDER DETAILS

Name The Committee of The Crypt Pre School

### ORGANISATION DETAILS

Name The Crypt Pre School  
Address St Marys Church  
Killigrew Street  
Falmouth  
Cornwall  
TR11 3PR

## 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

The Crypt Pre-School is a well established provision. It is situated in the town of Falmouth. It operates from the playroom in St Mary's Church, Falmouth. The pre-school serves the local area.

There are currently 24 children from 2 to 5 years on roll. This includes 16 funded three-year-olds and 1 funded four-year-old. Children attend for a variety of sessions. The setting currently supports children with special needs and has supported children who speak English as an additional language in the past.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 Monday to Friday and 12:30 until 15:00 Monday to Thursday.

The pre-school employs eight part time staff to work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and PLA (Pre-school Learning Alliance).

### How good is the Day Care?

The Crypt Pre-school provides good care for children.

This is a well organised group, whose staff are committed to professional development. The smooth operation of the group is underpinned by a mainly comprehensive set of policies and procedures. There are minor omissions to the policy relating to child protection. Staff make good use of the space available to provide a well laid out and stimulating environment for children. A variety of well presented toys and resources support the activities offered.

Staff are conscientious in maintaining children's safety. They assess risks to children before opening the group and carry out regular fire drills and safety checks. They maintain appropriate records of children's accidents. Staff encourage children to learn about personal health and hygiene during break times, when a healthy snack

is offered, and after visiting the toilet. Staff are able to address children's individual needs well and have appropriate systems in place to support children with special educational needs.

Children are happy and well-supported in the group. They are learning the daily routines and are keen to participate in group activities such as circle time and tidying up. Staff plan a stimulating and age appropriate curriculum. Children particularly enjoy role-play and craft activities. Staff involve themselves with children's play and interaction is very good. This influences children's behaviour which is good.

Comprehensive information is available to parents about the group. An informative notice board keeps parents up-to-date with nursery activities through notices and newsletters, and by ensuring access to policies. Staff have good informal relationships with parents and regularly offer verbal updates on children's progress. There are no methods in place for parents to share with staff what they feel that their child knows and can do. Systems are in the process of being developed to review children's progress records with parents.

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

At the last inspection the pre-school agreed to improve its policies on complaints, child protection and behaviour management, these have all been amended as requested. Safety of children has been improved by the production and use of risk assessments and a visitors book and by obtaining parental permission to seek emergency medical treatment or advice. The group has improved its systems for sharing information with Ofsted. The registered number of children has been kept to 20 to meet the registration requirement of 1 toilet per 10 children aged over 2 years.

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

- The pre-school environment is good. Space is used well to enable children to access a variety of well resourced play activities. These enable children to develop in all areas of learning. Independence and social skills are encouraged.
- Staff manage children's behaviour well. They use sensible methods to encourage appropriate behaviour. They set good examples and enjoy spending time with the children. This influences children's behaviour, which is good.
- Staff have a good understanding of health and safety issues. They carry out rigorous risk assessments before each session. They make good use of the daily routines to promote children's awareness of the importance of personal hygiene.

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

- the procedures for seeking information from parents about what their child knows and can do and for sharing information with parents about children's

progress

- the child protection policy.

### 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
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and is based on the procedures laid out in the Government booklet "What To Do If You're Worried A Child Is Being Abused – Summary"
12	Provide opportunities for parents to share with staff what they feel their child knows and can do and to receive regular information from staff on their children's progress at pre-school

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

### How effective is the nursery education?

The Crypt Pre-school offers good quality education overall. Children are making very good progress towards the early learning goals in mathematical, physical and creative development and generally good progress in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. The indoor space and resources are organised imaginatively to create an exciting learning environment.

The quality of teaching is generally good. Staff manage children's behaviour well and have high expectations of them. Children have good relationships with staff and each other. The use of a planning resource enables the staff to offer a comprehensive curriculum for children covering the six areas of learning. Staff do not always make the link between the planned key learning intention and the relevant stepping stone towards the early learning goals. The staff team carry out observations on children's developmental progress. These records are not used to differentiate between the more or less able children and to plan the next steps in their learning.

The quality of leadership and management is generally good. The management committee is very supportive of staff, but relies on the staff's knowledge and experience to ensure the effective operation of the group. A committed staff team support the joint managers. The managers actively seek support and training from other professionals to promote good quality care and education provision for children.

The partnership with parents is generally good. Staff do not gain information from parents about what their child knows and can do before joining the group, but do provide good on-going information to parents about the education provision. Parents are kept informed about future activities through newsletters and a notice board,

### What is being done well?

- Children have good opportunities to develop their physical skills. They climb, balance and jump with confidence. They are developing skills in using a variety of small tools.
- Children enjoy a wide range of activities to support mathematical development. Staff introduce the concept of number during daily routines. Children participate enthusiastically in adult led counting activities. During free play they weigh pasta and dried beans and compare and match three dimensional shapes.
- Staff make good use of space, time and resources, in order to ensure that children receive a balanced range of worthwhile and enjoyable activities.

**What needs to be improved?**

- the use of snack time to develop children's independence in selecting and using a range of equipment and resources
- the use of children's developmental observations and the daily curriculum to show how planning will differentiate between the needs of the more or less able children.

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

Generally good progress has been made since the last inspection. Two new managers are in post since the last inspection. They have produced curriculum plans linked to the stepping stones towards the early learning goals. Children now have regular opportunities to link sounds to letters and to learn about calculation during small and large group activities.

Children's developmental assessments are not linked to planning to indicate how more challenging or supportive activities will be provided to extend individual children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence and self-esteem. Staff are sensitive to their needs and know them well. Children behave well and are starting to learn the nursery routines. Children are able to select their own toys and resources. They are not always encouraged to be independent at snack time. Children do not always pour their own drinks, cut fruit or use knives to put spreads onto bread. Staff develop children's sense of their own community when they discuss family and events at home.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident communicators. They enjoy sharing thoughts and experiences at circle time. Staff introduce linking sounds to letters when they talk about name cards and the letter of the week. Children are made aware that print carries meaning through the variety of labelled displays and captions in the playroom. Children have many opportunities to practice mark making, which is valued, but more able children are not sufficiently challenged to develop their writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff introduce the concept of number through group counting activities, songs and rhymes, such as "Five Little Men in a Flying Saucer". Children can use numbers up to ten, this is reinforced during daily routines, by finding the date and year. Simple calculation is introduced, such as at snack time when children add up pieces of bread. They make comparisons of weight and volume as they pour water, use sponges and scales. They learn about shape by matching 2D and 3D shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff plan activities to enable children to learn about their environment. A walk to a local park generates discussions about leaves and sycamore helicopters found there. Photos taken produce a story board to develop a sense of time. Children construct using junk materials, they make models of towns and houses. Children are able to use a computer but their development in ICT is hindered by a lack of appropriate software.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have opportunities to develop large muscles using the climbing frame and slide and by riding bikes and jumping with hoops. They have many opportunities to develop hand to eye co-ordination using a variety of small tools, such as scissors, glue spreaders and construction sets. They enjoy building using large blocks when they persevere to build tall towers without them toppling. Staff encourage children to learn about personal hygiene through daily routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy music and songs. They use musical instruments to form a marching band, when they sing and accompany themselves to songs such as "The Grand Old Duke of York". They beat rhythms with soft and loud beats. There are many opportunities to develop imagination in the role-play areas using a variety of props. Children are able to explore a variety of media; mixing blue and yellow paint to make green, to cut and stick, with glue, glitter and sequins, to explore the texture of dough.

**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**

- improve the daily routine at snack time, to enable the children to pour their own drinks and prepare and serve their own snacks
- develop the use of assessments to plan the next steps in individual children's learning, particularly to offer challenge and extension activities for the more or less 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.*