



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253348

DfES Number: 523838

### INSPECTION DETAILS

Inspection Date 18/05/2004  
Inspector Name Esther Darling

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Southwell Pre-School  
Setting Address Scout Headquarters  
Bishops Drive  
Southwell  
Nottinghamshire  
NG25 0JP

### REGISTERED PROVIDER DETAILS

Name The Committee of Southwell Pre-school

### ORGANISATION DETAILS

Name Southwell Pre-school  
Address Scout HQ  
Bishops Drive  
Southwell  
Nottinghamshire  
NG25 0JP

## 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

Southwell pre-school opened in 1976. It operates in the Scout headquarters, and provides a large hall, kitchen, toilets and a small enclosed outdoor play area. Children attend from Southwell and many surrounding villages.

The pre-school provides places for children aged two to five years, with an 'Early Starter' session for children under two and a half, when parents stay with them until 11:00 . There are currently 29 children on roll, and the group is registered to accept the nursery education grant funding.

Opening hours are 9:15 to 11:55, Monday to Friday, during term time only. On Thursday afternoons a bookable lunch club operates until 13:00, where children bring their own food.

Two full time and two part time staff work with the children. Of these, the supervisor has an early years qualification at level three, and the others are all working towards the level two in childcare and education. Ongoing training opportunities are accessed via the Early Years development and Childcare Partnership and the Pre-School Learning Alliance.

### How good is the Day Care?

Southwell Pre-School provides good quality care for children.

The organised staff team provides a good level of stimulation for the children and the premises offer sufficient scope for a range of indoor and outdoor activities, including active play and relaxation. The system for induction of new staff is not in place. Individual attention is given to ensuring children settle happily into the group and to promoting their confidence and self-esteem.

Children have fun whilst developing necessary and important skills with particular emphasis given to children's social and educational development. Procedures for deputising are not yet effective, however good use is made of staff, space and other

resources.

An orderly environment is maintained and children are encouraged to contribute to this by taking responsibility for putting toys and equipment away safely. Access to the provision is closely monitored by staff to enhance security. Children are offered healthy and appetizing snacks.

Staff establish very positive relationships with parents and maintain good quality records containing important information about children's individual needs. They have a good awareness of the importance of working in partnership with parents and carers, and provide a warm welcome for them and their children. Documentation is well organised and regularly evaluated.

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

Since the last inspection all accidents are now recorded and signed by parents, and a medication policy has been formed. Risk assessments are now undertaken for the setting and before going on outings. These actions improve arrangements for health and safety and serve to reassure parents. The written complaints procedure now includes all of the necessary details.

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

- Staff work together to ensure consistency in approaches to managing children's behaviour. Good behaviour is valued and encouraged and children are treated with respect and kindness. Staff set good examples and are positive role models for children's behaviour.
- The sharing of refreshments plays an important part in the social life of the pre-school as well as reinforcing children's understanding of the importance of healthy eating. Adults teach children about personal hygiene by being good role models themselves.
- Staff are skilled at promoting an atmosphere of trust and value for the individual, and this develops children's self esteem. Children are able to participate in a broad range of activities which support language, mathematical thinking, imagination and creativity.
- The policy on parental involvement clearly works well in practise, where parents regularly help out on a rota system. Their involvement clearly enriches the experience for children by allowing staff to work directly with them for much of the time.

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

- the absence of a named deputy who is able to take charge in the absence of the manager
- the lack of induction training for all new staff in the first week of employment.

**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 all adults working in the provision are able to put the Area Child Protection Committee procedures into place, by becoming familiar with their responsibilities.
2	Ensure that there is a named deputy who is able to take charge in the absence of the manager. Also, that all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment.

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

### How effective is the nursery education?

Southwell Pre-School Playgroup offers good quality nursery education where children enjoy learning through a range of stimulating activities. Effective teaching helps children to make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development.

The quality of teaching is generally good. Planning and assessment systems provide a suitable framework to help children make progress, however, activities are not yet formally targeted to help individual children progress. Also planning is not yet done as a whole staff team, therefore inhibiting understanding of the early learning goals. Staff provide good support for children and make the most of opportunities to help children understand about the world around them. There is an effective system in place to support children with special needs.

Children are developing good concentration skills and their thoughts and ideas are valued. However, children have limited opportunities to practice writing their names or to develop their awareness of letter sounds. Children behave very well in response to high expectations and support from staff. The pre-school has a good range of resources to cover all areas of learning. Craft activities are varied and fun, enabling the children to express themselves freely and imaginatively.

Leadership and management is generally good. Both the supervisor and the chairperson are able to assess the setting's strengths and weaknesses, and are very committed to the improvement of care and education for all children.

The partnership with parents is generally good. Staff regularly talk to and share information with parents about their child's progress. Parents receive useful written information about topics and how they can become involved, although they have limited opportunities to read information on the stepping stones to the Early Learning Goals.

### What is being done well?

- The children are interested, excited and self-motivated to learn. They are confident to speak in a familiar group and can sit quietly when appropriate. Children are gaining high self-esteem, behave well, and secure relationships are formed with adults and other children.
- The staff have very good knowledge of individual children's abilities which enables them to effectively cater for their needs. They set high standards for children's behaviour and work directly with them for much of the time.
- Children are building their vocabulary through listening and talking to others both in groups and one to one. They talk activities through to help them

connect ideas and anticipate what might happen next.

- Children show an interest in the world in which they live, and remember and talk about significant things which have happened to them. They explore a range of materials using their senses and have fun doing so. They are very expressive when enjoying creative activities and dancing to music.
- Parents are encouraged to be involved with their children's learning regarding topics, the help that they can provide, and sharing what they already know about their children. This nurtures a good partnership which in turn has a positive effect on children's learning.

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

- opportunities for children to develop their writing skills and to see examples of print in their environment
- the undertaking of planning, which at present is only done by the supervisor. Also the identification of target children within the plans for focus activities
- the availability of information for parents on the stepping stones and the Early Learning Goals in a more formal manner.

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

Two key issues were raised following the last inspection and staff have worked hard to maintain the pre-school's high standards. Staff have continued to evaluate and improve the provision. They keep abreast of educational initiatives through regular professional development. Following the introduction of the Foundation Stage curriculum they have learnt more about the Early Learning Goals and these are successfully embedded in planning, assessment and daily practice. Planning strategies have been reviewed and improved with the support of an external advisor. The staff are now more aware when considering children following their own ideas, which fosters their enthusiasm. The supervisor evaluates the educational provision, and these measures are making a positive contribution to the quality of children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are enthusiastic about their learning and explore a wide variety of stimulating activities. Their behaviour is very good and they work in a calm atmosphere within a free-flow environment. The children are developing high levels of independence as they make choices to initiate their own learning. They relate well to each other and form very good relationships with staff. Through planned activities they are developing a good awareness of diverse cultures and their own community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with others. They read and select their name cards but have limited opportunities to write their own name. They listen with interest to stories and enjoy looking at books independently. Children are developing good pencil control although do not yet regularly practice writing for different purposes during role-play activities. There are increasing opportunities for children to name and sound the letters of the alphabet.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count in sequence to ten and beyond and learn to use number in everyday situations. They are beginning to develop their understanding of addition and subtraction through number rhymes and practical activities. Children recognise and name familiar shapes and use appropriate language to describe size, quantity and position. They are able to create simple patterns using beads.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn about the world using all their senses. They extend their knowledge by exploring, investigating and observing the natural world and man-made objects. They learn about their immediate environment through regular outdoor play and the interaction of adults. The children construct models and design items using recycled materials to support their imaginative play. They have free access to a computer and a keyboard and use them to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and tools. They move with control and confidence and are developing good spatial awareness, however, children who are more able are not challenged in their physical skills. Through daily routines children are developing their awareness of the need for good hygiene, and self care. They have the opportunity to engage in regular outdoor physical activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The children's creative work is expressive and demonstrates their individuality. They confidently combine different materials and media and also use recycled materials to create three-dimensional models. The children explore natural materials using all their senses. They investigate sounds and rhythm as they respond to music and experiment with instruments. Their role-play is good and supported by a wide range of resources that stimulate their imagination and extend their play.

**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**

- Continue to develop opportunities for children to increase their writing skills during a variety of activities, and to see examples of print in their environment.
- Continue to evaluate and progress methods for assessment of children and how these directly link to the learning goals of focus activities for individuals.

*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.*