



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251515

DfES Number: 513128

### INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Emma Louise Bright

### SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Haughley Pre-school & The Pit Stop Out of School Club
Setting Address	Haughley Village Hall The Folly, Haughley Stowmarket Suffolk IP14 3NS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Haughley Pre-School & The Pit Stop Out Of School C 28715 1044262
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### ORGANISATION DETAILS

Name	Haughley Pre-School & The Pit Stop Out Of School C
Address	Haughley Village Hall The Folly, Haughley Stowmarket Suffolk IP14 3NS

## 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

Haughley Pre-School has been established since 1979 and The Pit Stop Out of School Club opened in 2003. Both provisions operate from two rooms in the village hall. It is situated in the village of Haughley, close to Stowmarket.

A maximum of 24 children may attend the pre-school, 12 children may attend the out of school club and 24 children may attend the holiday playscheme at any one time. The pre-school is open four days a week from 09:30 to 12:00, Monday to Thursday and offers a lunch club from 12:00 to 13:30, Monday to Wednesday during school term times. The out of school club is open three days a week from 15:10 to 17:45 on Tuesdays, Thursdays and Fridays during school term times. The holiday playscheme opens from 08:30 to 17:45 during some school holidays, subject to demand. All children have access to an enclosed outdoor play area.

There are currently 22 children aged from 2 to 4 years on roll at the pre-school. Of these, 19 children receive funding for nursery education. There are 23 children aged from 4 to 10 years on roll at the out of school club. Children come from the local area.

The pre-school employs three staff. All of the staff, including the lead practitioner hold appropriate early years qualifications. The out of school club employs four staff all of whom hold appropriate early years qualifications.

### How good is the Day Care?

Haughley Pre-School and the Pit Stop Out of School Club provides good quality care for children.

The staff are experienced and qualified and children benefit from being cared for by a well organised staff team. They provide a welcoming environment for the children who have access to a very good range of stimulating activities and resources. This ensures children are interested and active throughout the session. All documentation is in place. It is clear, detailed and implemented by the staff, which helps to underpin

the good practice and ensures children's safety and well-being. However, there is one small detail missing from one of the policies.

The staff demonstrate a sound awareness of safety issues and security is very good. Staff are vigilant in ensuring that children are safe during their play. Children are encouraged to learn about good hygiene practice through the daily routine. Staff provide children with a well-balanced range of snacks and drinks to help children understand about healthy eating. The staff have a good knowledge of child protection and effective procedures are in place to ensure children are kept safe.

The staff promote an inclusive ethos and enable children to learn about other cultures and beliefs. Children have access to a good range of resources, which reflect our diverse society. There are effective procedures in place to support children with special educational needs. Staff use praise and encouragement very effectively to help children understand about good behaviour. The staff interact well with the children, they talk and listen respectfully to them and support the children particularly well in their activities.

The staff develop very good relationships with the parents. Comprehensive information is both gathered and shared with the parents so that children feel secure within the group. Parents are kept well informed about the planned activities and are encouraged to approach the staff at any time.

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

At the last inspection, the group agreed to provide evidence of staff qualifications and ensure all staff working with the children submit to the vetting procedures. They also agreed to obtain written permission from parents to seek emergency medical advice.

All staff hold current early years qualifications. All staff and committee members have now submitted to the vetting procedures. This is an on-going process as new staff are recruited or parents are elected onto the committee. Written parental permission for seeking emergency medical advice is in place.

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

- Very good safety arrangements are in place and clearly implemented. The staff are particularly vigilant and help children to understand about the dangers, which means children can play safely at all times.
- Staff have a very good understanding of nutrition. They help children to learn about making healthy choices by providing a balanced range of food and drinks at snack time.
- The staff have good behaviour management skills. They are consistent in their approach and set good examples so that children understand what is expected of them. Children respond well to consistent expectations and their behaviour is good.

- The group maintains very good records and documentation, which is regularly reviewed and up dated. This enables the staff to care for the children appropriately and keep them safe.

#### **An aspect of outstanding practice:**

The excellent outdoor area is used all year round as a further classroom in which children have rich opportunities for learning. Staff provide an exceptional range of resources and activities for children to experience and explore, such as an inventive water play area, which children particularly enjoy. The staff and children have created a garden, growing plants, vegetables and fruit so that children can discover and explore the natural world. Children are encouraged to use their observational skills, looking at how plants grow and are excited by their discoveries. (Standard 4)

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

- documentation, to ensure the complaints policy includes contact details of the regulator, Ofsted.

#### **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
12	Ensure the complaints policy includes contact details of the regulator, Ofsted.

## 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 Haughley Pre-School is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a secure understanding of the Foundation Stage curriculum and they use this knowledge to plan an excellent range of interesting and practical activities for children to experience. The staff are enthusiastic about how children learn and they make very good use of the environment and resources to stimulate children's interest. The staff use good questioning skills to encourage children to think and give them lots of opportunities to demonstrate what they know. Assessments are thorough and used to plan for the next steps in children's learning. Staff build very good relationships with the children and they know them well; children respond to their positive behaviour management. There is an effective system in place to support children with special educational needs.

Leadership and management is very good. The lead practitioner offers effective support and leadership and is committed to providing a high quality learning environment. The staff have a clear understanding of their roles and responsibilities; they work well together to offer children a very good early years experience. With the support of a well-organised committee, this ensures the smooth running of the setting.

The partnership with parents is very good and staff have established good relationships with the parents. Parents receive good quality information so they know about their child's progress and achievements. They also receive good quality information about the setting, which keeps them informed of the curriculum and daily activities. Parents are encouraged to take part in their child's learning through a variety of opportunities. Very good links have been established with the local school, and this ensures a smooth transition from pre-school to school, for both children and parents.

### What is being done well?

- Children are confident, independent learners, approaching planned and self-chosen activities with enthusiasm. They display great enjoyment in the rich opportunities and experiences on offer.
- Children's fine motor skills are developing very well; a wide range of resources and activities support this and ensures their early writing skills are promoted.
- Planning and assessment is exceptional. Planning is based on a sound knowledge of the Foundation Stage curriculum and delivered very well. Staff make very good use of assessments in order to chart children's progress and plan for the next step in their learning.

- Children's knowledge and understanding of the world is very good. Staff provide a broad range of well-planned activities and experiences for children, particularly through the excellent use of the outdoor area where children explore and observe nature.

**What needs to be improved?**

- further opportunities for children's individual artwork to be displayed.

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

Very good progress has been made since the last inspection. Children have good opportunities to recognise and re-create mathematical patterns in planned and spontaneous activities. Varied resources are available to support this and staff encourage children to observe patterns in their environment. Staff provide further opportunities for four-year-olds to associate sounds with patterns in rhymes. They sing a variety of familiar songs and rhymes and have access to a good range of books which promotes alliteration. Four-year-olds also have excellent opportunities to develop their personal independence. Staff have ensured that the daily routine encourages children's independence, such as pouring their own drinks, preparing snacks and selecting resources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children relate well to each other and adults, confidently expressing their ideas and opinions. They concentrate well, persevering with tasks and staff offer good support so they continue to develop this skill. Children share resources and co-operate well with each other. They demonstrate good personal independence skills, which is supported by a well-organised environment. Children are developing high levels of self-esteem, which is carefully nurtured by staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language skills are developing very well; they speak confidently to a familiar audience and have good opportunities to practise this skill. They are developing a wide vocabulary. Children enjoy listening to well-read stories, they join in enthusiastically and predict what happens next. They have excellent opportunities to practise mark making during role-play and throughout many of the activities offered; their early writing skills are developing very well.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use numbers and counting in their play and in planned activities. They recognise numerals and staff develop children's understanding of simple calculations through planned and spontaneous activities. Children use appropriate vocabulary to describe size and shape and use positional language in their play. They recreate patterns and use mathematical concepts to problem solve. Staff provide interesting activities, such as water play so children learn about quantity and capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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This is the highlight of the group. Children use their observational skills to explore the environment, their community and the natural world. They enjoy investigating objects and new activities. Children are excited by their discoveries and are inquisitive to learn how things work. They have excellent opportunities to design and build using a range of resources to create complex constructions. Children enjoy talking about past and present events in their own lives and the lives of others.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have lots of very good opportunities to develop their physical skills. They move freely with confidence and enjoyment; they competently negotiate pathways as they manoeuvre their tricycles around obstacles. Children use small tools and equipment in a variety of activities with increasing control. They learn about the importance of staying healthy through well-planned topics and are developing a good awareness of healthy practices, particularly healthy eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and through a range of exciting, practical activities, both child and adult-led. They enjoy a range of songs, rhymes and ring games, joining in enthusiastically and explore sound and rhythm through musical instruments and listening to music. Children draw on their experiences and imagination in the well-resourced role-play area, which supports topic related activities. Children have less opportunities to see their individual artwork displayed.	

**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:
- further expand opportunities for children to see their individual artwork displayed.

*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.*