



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 204043

DfES Number: 516540

### INSPECTION DETAILS

Inspection Date	17/09/2003
Inspector Name	Anita Bartram

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Coopersale Pre-School
Setting Address	Institute Hall Institute Road,Coopersale Epping Essex CM16 7qx

### REGISTERED PROVIDER DETAILS

Name	Ms Catherine J Kemp
------	---------------------

## 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

Coopersale Pre-school opened in 2000. It operates from a large hall and a smaller room on the first floor in a village hall in the centre of Coopersale. The pre-school serves the local and wider area.

There are currently 42 children from 2 to 5 years on roll. This includes 21 funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five mornings a week for 43 weeks of the year. Sessions are from 09.00 until 12.00.

Five full time staff work with the children. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Coopersale pre-school provides satisfactory care for children.

The main hall is resourced fully to provide a stimulating environment. Currently the garden is timetabled for use when weather permits. There are very good opportunities for children to learn through their play and there is a wealth of resources on offer, all of which are fully accessible, apart from books, which children can only access with adult supervision. Children are learning good skills to make choices in their play although they are not able to fully extend their independence skills at snacktime. Most procedures are in place.

Staff take good measures to keep children safe, although written child protection procedures are not stringent enough. Staff have a good understanding of providing children with healthy foods. There is an effective range of resources for children to appreciate positive images of themselves and others. Staff work well with parents and other professionals to ensure all children are welcomed into the group.

The staff's enthusiasm for providing new experiences reflect in the children's keenness to learn about their local and wider environment. They are busy and co-operative in their play and are forming special friendships. Staff effectively encourage them to develop a strong sense of right and wrong and this reflects positively in children's behaviour. Activities on offer are generally appropriate to the children's age and level of understanding, although staff are a little misguided in their expectations of children's readiness to start formal reading and writing.

There is a very real partnership between staff and parents. An extensive amount of recording is being done of the group's activities and parents are kept informed on a weekly and themely basis. Parents are encouraged to write about their child on a monthly basis to share with staff. All policies and procedures are readily available to parents. Parents voice positive comments about the group.

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

At the last inspection, Catherine Kemp agreed to produce written procedures for complaints and lost children. These are both in place although the lost child procedure needs to include more specific details.

Ms Kemp agreed to include procedures for the management of bullying in the behaviour management statement. This has been completed. Ms Kemp agreed to review the risk assessment if any significant changes occur to the premises. This has been done.

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

- The children are getting a healthy variety of foods at snack time. Milk and cereals are used everyday, with other foods such as sandwiches, noodles and fruit to reinforce themes such as Chinese new year and textures.
- The staff work well with parents and liaise with other professionals to appropriately support children with diverse needs and backgrounds.
- The staff and supervisor are very keen to help the children learn about the world around them. The supervisor invites visitors into the pre-school to talk to the children and regularly brings in animals, insects etc to give the children new learning experiences. Many children are confident to try new experiences such as holding stick insects and locusts.
- The staff are positively fostering the children's moral development. The children have a very keen awareness of 'rules' for good behaviour and can verbally explain examples of such. The children play co-operatively and in many cases are beginning to form close friendships.

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

- the accessibility of books, so that children can learn to use books as reference tools, handle books appropriately and listen to stories in groups

more appropriate to their age and stage of development;

- the written procedures within the lost child and child protection policies;
- staff qualifications, to ensure at least half of all staff hold a level 2 qualification in child care;

### 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 must take the following actions by the date shown

Std	Action	Date
13	ensure that the child protection procedure for the pre-school complies with local ACPC procedures and that there is a written statement based on the procedures laid out in the Government booklet 'What To Do If You're Worried A Child Is Being Abused – Summary'	30/11/2003

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	revise the use of books so that children can have more incidental and individual access to books and so listen to stories in groups more appropriate to their age and level of understanding.
14	extend the lost child policy to include more specific detail of the procedures to be taken
2	draw up an action plan, with timescales, as to how at least half of all staff will hold a level 2 qualification appropriate for the care or development of children.

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

### **How effective is the nursery education?**

Provision for nursery education at Coopersale Pre-school is good. Children make very good progress towards the early learning goals in personal, social, emotional development, physical development and knowledge and understanding of the world. Children make generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff use their time effectively although do not always extend children's learning through active questioning and listening. Substantial time is allocated for children to make choices during free play. Staff are effectively fostering moral development providing clear expectations and boundaries.

The range of experiences are wide, particularly in knowledge and understanding of the world and children have enthusiastic attitudes to learning. However, practical activities to help children develop skills in early writing, reading and mathematics are limited. Staff do not fully appreciate the principles of the foundation stage and have unrealistically high expectations of children's readiness to write, read and calculate number formally. Staff comprehensively plan resources and record activities. However, aims for children's learning and the evaluation of activities of children's progress towards each early learning goal are not identified.

Leadership and management is generally good. The supervisor encourages staff to continue training and take on areas of responsibility. However, there is not yet a system to monitor and assess the quality of teaching. The supervisor arranges valuable opportunities for staff to teach children about their natural world.

The partnership with parents is very good. Parents are regularly and frequently informed about the group's activities through a wealth of both verbal and written information. Records are kept readily to hand and parents are invited to add their written contributions to children's developmental assessments.

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

- Children have a very positive attitude to learning. They are keen try new experiences, make choices and explore resources independently. They are confidently forming good relationships with the staff and each other.
- All children are skilful in their use of tools. They can appreciate different tools and purposefully use them to make and design things such as with play dough, cutting out and looking through magnifying glasses.
- Many children enthusiastically join in action rhymes. They move appropriately to songs without prompting and can successfully carry out a range of movements such as hopping, jumping, crouching and running.
- The relationship between staff and parents is good. There is a very effective and collaborative partnership and parents feel fully informed. Parents are

encouraged to become involved in their child's learning through continual information about the group's themes and weekly activities.

**What needs to be improved?**

- the staff's expectations of children's early writing, reading and mathematical development so that children are given more practical learning experiences to write, read and calculate purposefully, and so that children's learning is extended or reinforced more according to their stage of development;
- the link between the stepping stones in planning and assessment to provide clear focus of the aims for the children's learning and an evaluation of how the children are progressing through the foundation stage.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's attitudes to learning are very positive. Staff encourage the children to be independent and they enjoy choosing activities and organising their play. They are confident to try new experiences and have sound relationships with each other and staff. Children behave very well and are able to comment on examples of rules and desirable behaviour. Staff recap behaviour expectations with children at the beginning of the morning and children carry this with them throughout the session.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are good. They explain intentions whilst playing and use language for thinking. Children comment on the weather and then reflect on its consequences. Older children listen attentively to stories and offer worthwhile comments. Staff are misguided in their expectations of literacy development; children do not participate fully in activities intended to provide skills in more formal learning of reading and writing, which are more appropriate for older children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The older children are developing a good awareness of 2D shapes within their environment. They can recognise that a croissant looks like a crescent moon and that pizzas can be cut into triangles. Children can confidently name 2D shapes. The staff have unrealistic expectations of the children's mathematical learning. Many staff do not extend or reinforce the children's underpinning skills in counting, calculating and measuring during everyday activities such as in snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show great curiosity and excitement to learn about their world. They are keen to try new experiences and to learn about insects, animals and other people. They are developing a sense of time and talk enthusiastically about significant events, including the past. Children are beginning to appreciate that there are cultures and beliefs other than their own. All children are very skilful in their use of tools and understand that different tools are for different purposes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children confidently use large equipment such as the climbing frame and bikes. They can organise their personal space appropriately to accommodate other children playing around them. Most children are very enthusiastic to join in action rhymes. They move their bodies expressively to show feelings of delight, excitement and sadness. They move appropriately to songs without prompts and competently carry out a range of movements such as hopping, jumping, crouching and running.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Many children use their imagination purposefully in role play, particularly in the home corner where they use resources appropriately. Their secure relationships provide a sound basis for them to organise their play effectively. Older children enjoy songs and action rhymes. They participate enthusiastically and are heard singing independently. However, children's exploration of different sounds to make music is inhibited because of limited availability of musical instruments on a frequent basis.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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**

- increase all staff's understanding of the principles of the Foundation Stage, with particular regard to children's early reading, writing and mathematical development;
- improve planning and assessment to provide a clear link with the stepping stones and early learning goals.

*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.*