



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 146743

DfES Number: 516074

### INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Diane Mary O'Neill

### SETTING DETAILS

Day Care Type	Sessional Day Care, Full Day Care
Setting Name	Breachwood Green Pre - School
Setting Address	Breachwood Green Village Hall, Breachwood Green HITCHIN Hertfordshire SG4 8MX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Breachwood Green Pre-School 1038926
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### ORGANISATION DETAILS

Name	Breachwood Green Pre-School
Address	Village Hall Breachwood Green Hitchin Hertfordshire SG4 8NX

## 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

Breachwood Green Preschool opened in 1978. It operates within a small single story building that is adjacent to Breachwood Green village hall. The building is used solely by the pre-school and comprises of a large room, kitchen, storage room, hall way and toilets. There is an enclosed outdoor play area, they also have access to the near by playing fields. The pre-school serves the local community.

There are currently 22 children from 2 years to 4 years on roll. This includes 16 funded three year olds and 1 funded four years old. Children attend for a variety of sessions. The setting currently supports a small number of children who have special needs, however there are none attending at present who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 9:15am to 12:pm Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays sessions run from 9:15am to 12:00 and 12:15pm to 3:00pm. Some children bring a packed lunch and stay all day.

There are two part time staff and two full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 and 3. One staff member is currently working towards their level 3 NVQ qualifications. The setting receives support from the local Community Development Team and the Pre-School Learning Alliance. The pre-school holds the Herts. Quality Standard Award and are currently working towards the Herts. Quality Accreditation.

### How good is the Day Care?

Breachwood Green Pre-School provides good care for children.

The pre-school provides a very welcoming environment for children and their parents. There are very clear and concise routines in place. Staff interaction with the children is excellent, which helps with the settling in process and the children's ability

to have fun, play and learn.

Staff have a generally good understanding of health and safety practices and procedures, and are reasonably well deployed within the setting. However, there are times when they could be more vigilant at assessing risk within the playroom. They ensure that the pre-school and adjacent large hall are used to their full potential to benefit the play and learning opportunities for all the children.

There is an excellent variety of toys and resources accessible to all the children within the pre-school, enabling all levels of children's development and learning to be challenged appropriately.

Staff have a very good working relationship with the parents. There are effective systems in place that enables the sharing of information, such as the weekly topics, sharing of development records. There is a parent rota system that enables them to see what play and learning opportunities are available to their children.

There is a clear behaviour management procedure in place that takes account of the children's understanding. Good behaviour practice by staff enables good role models for the children.

Documentation is very well organised and staff have worked hard to have in place, planning, daily records, evaluation and monitoring procedures. The staff team are very dedicated and committed to providing a good fun and learning environment for the children. They are prepared to go on training to update their knowledge and development.

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

There were no actions raised at the last inspection.

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

- Good daily routine within the planning ensures that the activities are interesting and stimulating, which helps to encourage the children's learning and development. These activities are flexible depending on the needs of individual children.
- The staff use the resources and all play areas well, to provide fun and interesting learning experiences, for the children. They are interested and interact well with the children offering guidance and support when needed.
- The staff are consistent and use positive methods in their approach to managing children's behaviour. They skilfully negotiate any disagreements and promote social skills such as sharing and taking turns. The children are aware of the boundaries and they behave well and enjoy playing together.
- There is a very good partnership with parents where effective procedures are in place for the sharing of all information about their children. This is through daily discussion, notice boards outlining the day and weekly events,

children's assessment records. They can at speak to the staff at any time about their child.

- Good organisation of documentation needed for the pre-school. There is a dedicated staff team working well together, ensuring the children individual needs are met. The staff use their regular meetings for keeping up-to-date with current legislation and guidance. They are prepared to attending training courses to develop their own knowledge and understanding.

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

- risk assessment while session is operating
- arrangements to talk confidentially with parents

#### **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
4	Ensure there are arrangements where staff may talk to parents confidentially Ensure food preparation areas conform to environmental health and food safety regulations.
6	Ensure better staff awareness of safety when session running.

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

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage and thus curriculum planning effectively challenges and supports the children to make progress. The staff work directly with the children and provide a good balance between structured learning and child-led play. However they do not promote effectively the weekly letter board or the use of calculation in some activities. Staff ensure children have equal access to all resources and activities through careful monitoring and recording. Children receive appropriate praise and encouragement; they are on the whole polite and co-operative.

Staff maintain informative assessment records for all children. These effectively highlight children's progress, and are used to formulate future planning. Staff give individual children a good level of support, there are effective systems in place to support any children with special educational needs.

Leadership and management is very good. The pre-school benefits from a dedicated and committed staff team who work closely together, providing a good learning environment for children.

Partnership with parents and carers is very good. They receive information about the pre-school and its educational programme and how activities support their children's learning. There is an effective system for the sharing of children's progress and assessment records.

### What is being done well?

- Children's personal, social and emotional development is given high priority, which helps children gain in confidence and develop their feelings of security. Staff give the children clear and constant boundaries that helps them to understand right from wrong.
- Children are confident speakers and listeners; staff develop children's confidence to speak as part of the group and in smaller peer groups. Staff have effective questioning skills, which encourage the children to think for themselves. Children take turns to talk and interact well developing good conversation skills when playing. They listen well to others and concentrate during story time.
- Children have very good creative learning opportunities through a variety of interesting and stimulating activities, such as free painting, adult led activities, as well as adults expanding their thought process within the role-play area.
- Children's physical development is well fostered in all areas. There is a good

selection of resources to extend children's learning capabilities. For example, sit and ride toys, climbing and balancing equipment, toys to develop fine motor skills such as paintbrushes, drawing and mark making materials and construction opportunities.

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

- expand children's learning in mathematical calculation
- the use of the letter board to enhance children's learning.

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

The pre-school has made generally good progress in addressing the key issues raised at the previous inspection. They were to increase provision for children to recognise and use sounds and letters. The group have addressed this partly by having a letter of the week on a letter board and objects linking into this letter. Children take a letter home and find objects to match it, and then discuss this in the pre-school; they also have regular access to books. They also had to increase provision for children's work to be displayed in order to support their personal, social and emotional development, and their creative work. The group have effectively displayed children's work at different levels within the building.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and keen to learn. Good relationships form between adults and children. Children become absorbed in their chosen activities and show high levels of concentration. They listen attentively during story time and enthusiastically contribute to discussion. Their behaviour is generally good and they are secure and confident. Staff reinforce this with constant praise and encouragement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and engage easily in conversation with other children and adults. Children have good opportunities to practice mark making and writing skills through the various play opportunities that are available. There are good opportunities for children to have easy access to books, as well as story time with adults. Staff do not however effectively use the weekly letter board to expand children's learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers for counting and some can count to ten and beyond. They access a range of equipment to count, compare size, shapes and weight, however further opportunities for simple calculation should be included in some activities. Children are keen to take on challenges; they concentrate and persevere with a complex mathematical puzzle as well as question asked by staff, such as is this bigger or smaller.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to learn about the world around them. They talked about the different fish, from a story, which was read. One child talked about a starfish they had seen. Children have a good range of resources to use for building and construction. ICT is accessed on a daily basis. Children's awareness of different cultures and beliefs is well fostered through topics and activities i.e. dressing as an African when they covered the story of Hanndas surprise.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and demonstrate an awareness of space as they move independently around the activities. There are a variety of opportunities for the children to experience different kinds of physical activities, such as climbing, balancing, sit and ride toys, catching and kicking balls, which they did well. Children's dexterity is developed well; they have good hand and eye co-ordination and successfully use paintbrushes, pencils and various construction materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children imitate life experiences in role-play and small world play with the use of familiar situations. Staff encourage children to develop their own ideas and support them well. Children are well challenged when involved in adult led art and craft activities, which include colour, shapes and textures. Staff also had a feely box, which enabled children to use their imagination and talk about what they could feel.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 the following:
- develop further opportunities for children to explore mathematical calculation.
- promote the use of the letter board to enhance children's learning.

*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.*