



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102887

DfES Number: 515970

### INSPECTION DETAILS

Inspection Date	15/11/2004
Inspector Name	Christine Powlesland

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ducklings Venterdon Pre-School
Setting Address	Stoke Climsland Methodist Chapel Venterdon, Stoke Climsland Callington Cornwall PL17 8NY

### REGISTERED PROVIDER DETAILS

Name	The Committee of Ducklings Venterdon Pre School 101815
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### ORGANISATION DETAILS

Name	Ducklings Venterdon Pre School
Address	8 Anvil Court Venterdon Callington Cornwall PL17 8PJ

## 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

Ducklings Venterdon Pre-school opened in 1979. It operates from a modernised Methodist Chapel Hall in a small village near to the town of Callington. A maximum of 22 children may attend at any one time. The group is open five days a week from 09:00 to 13:00 term time only. The children have access to a nearby enclosed outdoor play area.

There are currently 20 children from 2 to under 5 years on roll. Of these 11 three year old children receive funding for nursery education. Children come from the local village, nearby hamlets and farms.

The pre-school employs four staff, two of these hold appropriate early years qualifications. Three staff are working towards a qualification.

### How good is the Day Care?

Ducklings Venterdon Pre-school provides satisfactory care for children. All staff are qualified or working towards a relevant qualification. Unchecked adults in the group are supervised but there are no effective procedures to ensure staff have been vetted. A clear induction is given to staff but there is no policy for an uncollected child. The play room is bright and cheerful with primary coloured tables and chairs and the children's work is displayed. There is a good range of stimulating and challenging equipment. This is stored at child level for them to access freely. Records are kept securely, however there is no parental access to policies.

Staff give high priority to safety and record regular risk assessments. Hygiene routines are promoted by staff and arrangements for first aid are good with three staff suitably qualified. Snacks are healthy, nutritious and substantial with children given choices of spreads and fruits, however drinks are not available for them to freely access through the session. Children are known as individuals and valued. A wide range of resources promote diversity. Staff are to attend training to expand their knowledge of caring for children with special needs.

A good range and balance of activities are provided for the children, however activities are sometimes too adult directed. Staff use praise to encourage children and to reward suitable behaviour.

The play room is bright, attractive and welcoming and staff greet everyone at the entrance. Parents speak highly of the group and feel there is good sharing of information through a variety of methods.

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

At the last inspection the group agreed to make the drain in the church yard safe. This has a cover fitted and is no longer a hazard to children. They were to ensure operational procedures were available for the conduct of any outings and although staff are sure these have been written they are not yet included in the policy file. They were to ensure written records, signed by parents, were kept of any medication administered and forms are now provided for this to be recorded. Incidents were to be recorded and parents were to sign to acknowledge. This is now done and parents sign to acknowledge on the day. The telephone number and address of the regulator has been included in the complaints procedure. They group were to include the procedure to be followed if a member of staff is accused of harming a child in their child protection policy. This has not yet been done and staff are unaware of what actions they should take. Fresh drinking water was to be provided for children to access at all times. This has not been completed and children can not freely have a drink, in particular the younger children who have limited speech to ask staff. The group was to ensure the hot water in the hand basin in the toilet was not a hazard to children. This has not been done and children are still unable to access warm water or soap to wash their hands independently.

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

- There is a good range of equipment, much of which is new, which provides a stimulating and challenging environment for the children. This is stored at low level where children can have free access and choice.
- High priority is given to safety with a written risk assessment conducted each half term. Fire procedures are displayed and drills practised regularly. A rope is used for the children to hold to ensure they are safe when they leave the premises to walk to the nearby outdoor play area.
- Snacks provided are substantial, healthy and nutritious. Children help to serve and have choices of different spreads on toast, drinks and choices of fresh and dried fruits.
- Parents speak highly of the group and they feel there is good sharing of information through daily chats with staff, notice boards, written information, monthly meetings and social events when staff and parents meet together. The play room is bright and cheerful and staff greet everyone who enters the group.

**What needs to be improved?**

- the access to hot water in the washbasin in the toilet, ensuring that this is not a hazard to children
- the provision of fresh drinking water which is available to children at all times
- the accessibility of the group policies to parents and the inclusion in the child protection policy of the procedure to follow if staff are accused of harming a child.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about this provider.

**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
4	Ensure hot water in hand basin in the toilet is not a hazard to children.	01/12/2004

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

Std	Recommendation
1	Ensure that there are effective procedures in place for checking that staff are vetted.
8	Ensure fresh drinking water is available for children to access at all times.
13	Ensure the child protection policy includes the procedure to be followed if an allegation is made against a member of staff or a volunteer.

14	Ensure that all policies are readily accessible to parents.
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## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

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

Ducklings Venterdon Pre-school provides acceptable quality nursery education but it has some significant areas that require improvement. Children are making generally good progress in personal, social and emotional development, in communication, language and literacy and in physical development. However, progress overall, and especially in mathematical development, knowledge and understanding of the world and in creative development is limited by some significant weaknesses.

Teaching also has significant weaknesses. Staff generally understand the Foundation Stage curriculum and plan to cover all six areas of learning, however, the plans are not always followed closely. The activities are sometimes too adult directed. The environment is planned to encourage independence but staff do not support the children's learning sufficiently during their free play. Grouping of the children does not always encourage learning for the older children. Praise is used to encourage good behaviour but expectations are not always consistent.

Leadership and management of the setting has significant weaknesses. A new leader is in the process of settling in and has yet to develop strong leadership strategies, although she is aware of her own training needs. The setting does not effectively assess its own strengths and weaknesses. There is limited recording of the progress the children make towards the early learning goals.

Partnership with parents and carers is very good. Parents are extremely happy with the group and feel good information is given to them in the form of newsletters, notices and monthly meetings. They have access to a drawer when their child's work is stored and a diary is used to share individual children's information. Books are taken home by the children to link home and setting and parents are encouraged to visit at anytime to talk with the staff.

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

- Staff have an excellent relationship with parents who are extremely happy with the group. They feel information is shared and that they are involved in their child's learning when books are brought home.
- Children access an environment which encourages independence and have a good relationship with the staff.
- Children are clear communicators and enjoy circle time, singing and dancing to music.

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

- the staff's understanding of some of the stepping stones and early learning

goals

- the grouping of children so the older and more able children are encouraged to concentrate and to listen
- the routine of the morning so children have sufficient access to free play
- the learning intentions in the plans for free play, both indoors and outside
- the adherence to the daily plans and the use of assessment to establish the next stage of learning for each child
- the use of questioning to encourage the children to think, in particular during their free play
- the assessment of the strengths and weaknesses of the setting and the development of a strong leadership strategy

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

There has been limited improvement since the last inspection. Staff still need to continue to develop their knowledge and understanding of some of the early learning goals and to develop the assessments so they can be used to direct future planning.

Planning needed to show different learning goals for three and four year old children but this is now not relevant as the group has only three and two year old children attending. Plans do not show any extension of activities for the more able three year old children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming independent within the child friendly environment and know the routines of the day. They help to serve at snack time with confidence. Children are forming friendships and relate well to staff. Behaviour is generally good however, some activities are disrupted by the younger children, then concentration is lost and children become restless, as during group story time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are clear communicators and can discuss their play. They enjoy rhymes which are used to settle the children and to lead the pattern of the day. Children use brushes, glue sticks and felt tips with control and sometimes give meanings to marks. When grouped appropriately they enjoy listening to stories and are able to take home books to share.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy number rhymes and can count during circle time. Children did not use the routines of the day to calculate, such as using snack time to calculate the numbers of plates and cups needed for each table. Children are not supported by staff to use positional and size language during free play or to be aware of shapes in the environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children enjoy exploring a variety of mediums, soft sand and painting with toothbrushes but did not show much interest in the outside world when playing in the field, such as discussing the fallen leaves or cold wind. Children were not given access to scissors when these were requested in the craft/design activity and although they had access to the computer there was no adult input to help them use it correctly.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move spontaneously to music, can create and repeat a range of moves, such as jumping, and can stop when the music stops. They negotiate pathways round the room well and are aware of their own needs. Outdoor play is enjoyed, but is often seen by staff as recreational and not linked to skill development. Children have good eye-hand coordination but do not always have access to the tools they request.



CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children recognise colours and enjoy dancing to music and rhymes at circle time. The craft activity was adult directed with the end result more important than freedom to create with the media or use tools of choice. Children do not explore through their senses with adult support, although sand, water and paint are available adults do not support children to discuss their play and experiences. Children use imagination when playing with small world toys.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue to develop staff's knowledge and understanding of the early learning goals/ stepping stones and make full use of them in the daily planning
- increase staff's knowledge of how to use everyday free-play activities to include learning intentions and help children to fully develop
- use assessment to direct future planning both for the development of individual children and the development of a strong leadership strategy
- reconsider the grouping of the children and the routine of the morning to maximise learning opportunities for the older children or those who learn quickly

*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.*