



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109388

DfES Number:

### INSPECTION DETAILS

Inspection Date 12/05/2003  
Inspector Name Peter Bolton

### SETTING DETAILS

Setting Name Blackboys Pre-School  
Setting Address Scout Hut  
Blackboys  
East Sussex  
TN22 5JY

### REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

### ORGANISATION DETAILS

Name  
Address

## **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**

Blackboys Pre-School is a sessional group, run by a voluntary committee, that has been in existence for more than 20 years and was first registered in 1992. It operates in a large scout hut situated close to the centre of the village of Blackboys, near Uckfield, and serves families from the village and the surrounding rural area. The accommodation comprises one large hall, a kitchen for staff use only, and toilet facilities. There is no safe outdoor play area at present. The group is registered to care for a maximum of 24 children aged from two to under five years, though children under two and a half years old do not normally attend unless accompanied by a parent or carer. There are 18 children currently on roll. Of these, 13 are three year olds and three are four year olds who are in receipt of nursery education funding. Two children attending have special educational needs. There are no children who speak English as an additional language. The group is open every day from Monday to Friday between 9.15 am and 12.15 pm during school term times only. Children can bring a packed lunch and stay to eat it at the end of each session until 1.00 pm. One full time and one part time member of staff are employed by the group to work with the children. Both members of staff have a suitable early years qualification. A teacher from the Early Years Childcare and Development Partnership provides support to the group.

### **How good is the Day Care?**

The pre-school provides satisfactory care for children. Children are happy at the group and generally behave very well. However, ineffective adult deployment and management of some large group activities results in some children becoming restless and disruptive. There is a good selection of toys and equipment to meet the children's needs in a pleasant, well decorated hall. One of the two toilets in the hall is currently out of use, as is the outdoor play area. Staff organise a range of activities for the children and encourage them to make choices about their play and learning. They generally provide a safe and secure environment indoors but arrangements for physical play could be improved. A shortage of staff at present means that the group is relying heavily on parent support to maintain adult:child ratios. However, their roles and responsibilities, particularly in relation to any work that they do with the

children, are not made clear to them at each session. Consequently, their help is less effective than it might be. There is a satisfactory partnership with parents and carers. The group provides a lengthy introductory brochure, though some of the information is out of date. Parents are also kept informed of what is going on through newsletters and the use of the large notice board in the entrance lobby. However, there are no formal arrangements for parents to view their own child's records and discuss their child's development. Recording by staff of what children do is limited and not used effectively to plan children's play and learning. A limited care diary system is in place.

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

At the last inspection the provider agreed to put in place operational procedures for outings and uncollected children, to check all documents relating to vehicles used to transport children and have copies available for inspection, and to ensure that children are protected from hot radiators. The required policies are now in place and the other issues have been dealt with satisfactorily.

**What is being done well?**

Adults maintain caring, positive relationships with children so that they are relaxed and confident at the group. They arrive eagerly, settle quickly, are independent, and interact well together. They generally behave very well. (Standard 3) Children benefit from opportunities to choose from a variety of toys and equipment. (Standard 5)

**What needs to be improved?**

staffing levels to provide more adult:child interactions recording of what children do so that it can be used to plan for the next steps in their play and learning and providing opportunities for parents to be informed of and discuss their own child's records and development the confidentiality of some recorded information by providing separate accident and incident records the quality of record keeping by ensuring that all records that need to be shown to parents are seen and signed by them the updating of policies, procedures and information for parents and keeping these up to date the organisation and management of large group activities so that they sustain the interest of all children the layout of the hall during physical activities to ensure the safety of children

**Outcome of the inspection**

Satisfactory

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	31/07/2003
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Investigate ways of improving large group sessions to maintain the interest of all children.
2	Improve organisation and management by: ensuring that sufficient adults, particularly qualified staff, are present each session to meet the needs of all children; providing a full induction programme for staff and volunteers; ensuring that information, policies and procedures are up to date.
6	Look for ways to improve safety during physical activity sessions.
12	Investigate ways of providing opportunities for parents to view their own child's records and discuss their development.
14	Ensure that the confidentiality of records is maintained at all times and that all accident and administration of medication records are properly completed by staff and signed by parents on the day.

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

### How effective is the nursery education?

Blackboys Preschool is a provision which is acceptable but children's progress towards the early learning goals is limited by some significant weaknesses. Staff develop warm, caring relationships with the children with the result that children are settled and confident. There is a good range of activities provided for the children which they enjoy. The overall quality of teaching has significant weaknesses. There is insufficient adult interaction with the children to encourage their development. Opportunities are frequently missed where staff can extend children's learning as they are playing. Records of children's progress and achievements are basic and they are not being satisfactorily used to help plan future activities. The group are taking steps to increase staff knowledge of special educational needs. Leadership and management of the setting has significant weaknesses. The group has insufficient trained staff and is relying on parent helpers to meet the adult:child ratios. These helpers are not given clear responsibilities and information to enable them to help the children work towards the early learning goals. The committee who run the group are currently in the process of appointing new staff. They are also aware of the need to have appropriate induction procedures and staff appraisal systems. The partnership with parents and carers has significant weaknesses. Parents are given a variety of written information about the group, some of which needs to be updated. Parents are encouraged to help in the group and some serve on the committee. Communication with staff about their child's development is mainly verbal. Care diaries are used but these are not used as effectively as they could be. Parents have no formal written feedback on their child's progress and limited opportunity to contribute to their learning.

### What is being done well?

Children are confident with each other and with adults. Their use of spoken language is good. They are interested and generally show high levels of concentration when working on their own and in small groups. Children move with confidence and have good co ordination, using a range of tools and equipment successfully.

### What needs to be improved?

knowledge and understanding of early years practice of all adults working with the children the level of adult interaction and support for the children planning, to ensure that the learning intention of the activities relate to the early learning goals, and staff made aware of what is expected. planning, to take into account how activities can be adapted to suit children who learn at different rates or who have particular needs. records of children's progress and achievements and parents encouraged to be involved in their child's learning.

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

This is not applicable as it is the first nursery education inspection for the setting.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. Staff provide a friendly and caring environment which builds children's confidence. The children show increasing independence. There are frequent missed opportunities for adults to interact with the children.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Significant Weaknesses
Children's progress in communication, language and literacy has significant weaknesses. Children talk confidently to each other and to adults. They are encouraged to share their ideas at group times. They generally listen and respond well at story times. However there is insufficient staff interaction with the children to extend their language skills. Staff do not provide sufficient opportunities for children to write in play activities, to link sounds with letters, or to share books together.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children's progress in mathematical development has significant weaknesses. Children are developing a good understanding of sorting and matching. Counting skills are generally good but staff regularly miss opportunities to encourage this. Staff provide insufficient opportunities for children to explore simple calculating and shape through practical activities. Resources are available to encourage mathematical development but the planning often fails to indicate what the learning outcome is.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Significant Weaknesses
Children's progress in KUW has significant weaknesses. Children freely share about their experiences and home life but the lack of staff interaction means that these conversations are not always extended. Children experience a wide range of different tools and materials. Opportunities to develop designing and making skills are limited. Children have insufficient planned opportunities to use the computer and have no access to programmable toys.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children's progress in physical development has significant weaknesses. Children move with confidence and show good coordination skills. They use a variety of tools and equipment skilfully particularly when cutting and sticking. Physical activities are included in the daily timetable but they are often not planned with identified learning intentions. There is limited adult interaction to support the children.	

## CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
Children's progress in creative development has significant weaknesses. Children are provided with opportunities in role play and art to use their imagination. There are less opportunities planned and provided for dance and music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y



**OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children 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**

develop the knowledge and understanding of the early learning goals of all adults working with the children ensure that planning clearly indicates the intended learning outcomes of activities and that they relate to the early learning goals. improve the records of children's progress and achievements and use this information in the planning of activities. ensure that parents are kept fully informed about their child's progress and are involved in their child's learning.

## **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.*