



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY152486

DfES Number: 542287

### INSPECTION DETAILS

Inspection Date 19/04/2004  
Inspector Name Lynn Clements

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Tudor Cross  
Setting Address Community Centre, 46 Crooked Mile  
Waltham Abbey  
Essex  
EN9 1QD

### REGISTERED PROVIDER DETAILS

Name Tudor Cross Pre-School

### ORGANISATION DETAILS

Name Tudor Cross Pre-School  
Address Community Centre, 46 Crooked Mile  
Waltham Abbey  
Essex  
EN9 1QD

## 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

Tudor Cross pre-school opened in 2000. It operates from rooms within the Waltham Abbey community centre in Waltham Abbey. The group serves the local area.

There are currently 60 children from 2 to 5 years on roll. All 60 children are three years old and in receipt of funding. Children attend for a variety of sessions. The setting supports children with special educational needs and those who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and from 12:15 until 14:45.

There are five members of staff working with the children. All staff have early years qualifications to NVQ level 2 and 4. The setting receives support from the Early Years Development and Childcare Partnership.(EYDCP)

### How good is the Day Care?

Holy Cross Pre-school provides good care for children.

There are good staffing levels and an effective use of key workers to provide children with a secure and reassuring environment. Relevant training has been accessed over and above that required by the National Standards. The setting is warm and welcoming and resources are child accessible. Attention to visual aspects such as displays provides a bright friendly environment for children and their families. There is a broad range of interesting resources, child height furniture and equipment. Record's, policies and procedures are in place and shared with parents. However, the registers require minor adjustments to include arrival times. All documentation is securely stored and confidentiality is maintained.

Management ensures the staff team have a consistent approach to risk assessment and safety procedures, which keep children safe. Staff promote children's awareness of hygiene and safety through daily routines, which include washing their

hands. Dietary requirements are recognised and met and children can select healthy snacks and drinks. Visual displays around the setting provide children with positive images of cultural diversity and gender issues. Staff are currently developing their strategies for children with special educational needs and English as an additional language. There are effective policies and procedures in place regarding child protection issues, which ensure children remain protected.

Children and adults relate well to each other and behaviour is good. Children are confident to approach adults and initiate conversation. They belong to key worker groups which enables staff to plan and meet individual needs.

Partnership with parents is good. Parents and staff share information on a regular basis. The setting provides regular newsletters and open days. Strong links with the local infants school help to provide a smooth transition for children between settings.

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

N/A

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

- An effective key worker system is in place which enables children to become independent, confident and active learners supported by staff who know them well.
- Play opportunities provided for children are interesting and stimulating and build upon what they already know, extending their imagination and investigation skills.
- Partnership with parents and the local community is good and enables children to move confidently between home and pre-school and promotes smooth transitions to future settings.
- Behaviour is good. Staff act as positive roles models, listening to children and helping them to co-operate, take turns and share fairly

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

- strategies, documentation and provision of a designated person responsible for supporting children with special educational needs
- registration systems, to include arrival times of staff and children.

#### **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
2	Ensure registers show hours of attendance for children and staff.
10	Develop and action plan to show clearly how the provision will replace the previous SENCO. Also formalise special education needs strategies and documentation to ensure children are fully supported in line with the special educational needs Code of Practice.

## 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 Tudor Cross pre-school is good. It enables children to make very good progress in personal social and emotional development, physical development and creative development and generally good progress in all other areas of learning.

Teaching is generally good. Staff have a clear understanding of the Foundation Stage and how young children learn. They plan motivating and challenging activities to help children learn. Planning and assessment procedures are in place and staff continue to develop these. There is a wide range of interesting resources and equipment which staff use well to support children's in all six areas of learning. Children's behaviour is good and they respond well to the high expectations and sensitive approach of all staff. Activities are well managed and story times in particular sustain children's interest, imagination and participation. Strategies are being developed to effectively support children with special educational needs. There are also informal support systems in place for children with English as an additional language, staff are currently formalising these.

Leadership and management is generally good. Managers have worked hard to develop a strong staff team and are committed to providing opportunities for staff development. Regular staff meetings enable them to share ideas and information.

Partnership with parents is very good. Parents have informal opportunities to discuss their children's progress. Staff are developing more formal approaches such as open days which have been successful. Regular newsletters ensure parents are kept informed about nursery events, and they are very supportive.

### What is being done well?

- Staff have a good knowledge of the foundation stage and how children learn through quality play situations and practical experiences.
- Children are confident and curious. They initiate conversations and are motivated to explore a wide range of resources and activities. Children extend their imaginative ideas in their role play.
- Commitment to professional development is high. All staff undertake regular training, and in house training sessions enable them to consolidate their understanding and continue to provide a quality learning environment for children

### What needs to be improved?

- strategies for children with English as an additional language, to ensure they

can learn in context, through practical, meaningful experiences and interaction with others

- planning and assessment procedures, to show the next steps for individual children in all six areas of learning, based on observations of what they can do
- opportunities for older children to explore sounds linked to letters, enabling them to begin to establish basic phonic knowledge and skills for later learning.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are high and supported by staff who know them well. They are encouraged to become active and independent learners. They can select resources for themselves and learn to take care of their personal needs such as going to the toilet, washing their hands and helping themselves to drinks. Children's behaviour is very good. They learn to take turns, share and respect each other. Children work well together, learning to cooperate and organise their play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff and peers. They listen to stories and join in repeated refrains such as in 'The Very Hungry Caterpillar.' Children are beginning to use writing for a purpose in role play such as ordering flowers at the florists. They understand that print carries meaning. However, opportunities for older and more able children to explore sounds linked to letters are limited. Children share books with adults and each other, making up their own stories to the pictures.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use everyday opportunities to promote addition skills when counting the days of the week and how many spots on the ladybirds. They discover quantity and capacity when playing in the sand and soil trays and helping themselves to water from the cooler. Children join in number rhymes and can count reliably to five. Staff are currently building on these skills. Children discover size when examining worms found in the garden, and when measuring to see who is the tallest at nursery.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore similarities and differences between mini beasts and they learn about different cultures and festivals. Staff provide opportunities for children to taste food from around the world such as Indian bread and Chinese prawn crackers. Opportunities for children to develop ICT skills are in place and they are competent using the mouse on the computer. Children learn about their local community and the people who help them such as the police, teachers, nurses and doctors.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children explore large and small apparatus such as slides, wheeled toys, parachutes, paintbrushes, pencils, chalks, rolling pins and cutters. They move around the setting safely with good coordination and control. They manipulate malleable materials by squeezing, pulling and stretching it. Children learn about healthy eating and life styles at snack time. Staff help them to associate that healthy eating and exercise helps their bodies work better.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children use their imagination well. They extend their role play ideas using props and resources such as trikes to deliver the flowers from the florist shop. Children join in musical activities and explore sounds made by different instruments. They sing songs from memory such as five speckled frogs and happy birthday. They explore colour, shape and the texture of different media when creating 3D models of ladybirds and snails using pebbles, clay and paints.

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



## **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**

- formalise strategies for children with English as an additional language, to ensure they can learn in context, through practical, meaningful experiences and interaction with others
- develop the current planning and assessment procedures to show clearly children's individual next steps in all six area of learning based on observations of what they can do
- extend the current opportunities for older children to explore sounds linked to letters enabling them to begin to establish basic phonic knowledge and skills for later 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.*