



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253656

DfES Number: 522691

### INSPECTION DETAILS

Inspection Date	09/06/2003
Inspector Name	Janice Broddle

### SETTING DETAILS

Setting Name	Swineshead Pre-School
Setting Address	The Pre-School Rooms Swineshead Lincs

### REGISTERED PROVIDER DETAILS

Name	Mrs Sally Lawrence
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### 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

Swineshead pre-school is a Committee-run provision which opened in 1985. The group operates from the Youth Club and has the use of 3 play rooms, toilet facilities, an office and storage areas. There is an enclosed outside play area. The children attending live in the village or surrounding rural areas. The pre-school is open each week day during term time from 9am to 3pm. Children are able to attend either on a sessional or full day basis. The group is registered to offer full day care to 36 children between the ages of 2 - 5 years. There are currently 57 children on roll, this includes 17 children in receipt of nursery education grant funding for 4 year olds and 17 children in receipt of funding for 3 year olds. There are children attending who have been identified as children with special educational needs. All children speak English as their first language. The pre-school employs 10 members of staff. Of these, 4 have completed child care qualifications and 5 members of staff are working towards a recognised qualification. The pre-school is a member of the pre-school learning alliance and is a registered charity.

### How good is the Day Care?

Swineshead pre-school provides good quality care for children aged 2 - 5 years. The building has been made child-friendly with story book characters depicted in murals on the walls, and low level named coat pegs in the main entrance area. Good use is made of space, and the day is well planned to enable all children to safely access all areas. Staff recruitment procedures are mainly good and the range of written materials support staff in carrying out their roles effectively, and they have accessed a number of training courses relevant to their work over the past year. They are effectively organised and ratios are maintained. Staff have a good general awareness of safety issues, they are vigilant in monitoring security and children are well supervised. In the main, good hygiene practises are in place to protect children from the spread of infection. Records required for the purpose of registration are generally well maintained and contain a good level of detail. There is a wide range of toys and equipment which is clean and maintained in good condition, and a new sensory room is being developed as space for children to engage in quieter activities. Low level storage and child-height furniture allow children easy access to

activities provided and they move freely between these, activities for older children are adapted to enable younger children to also participate. Staff evidence a sound understanding of the abilities of individual children and provide an appropriate level of care, children with special educational needs are included within the provision. Children are well behaved, staff use praise and encouragement to encourage good behaviour, and successfully use distraction techniques to manage unwanted situations. There are effective written and verbal systems in place for exchanging information between staff and parents, staff welcome parents as they arrive to bring and collect their children and parents present as comfortable in the environment.

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

There were no recommendations or actions raised at the last inspection.

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

Effective use is made of available space, children have the opportunity to access all indoor areas, and outdoors is used as a learning environment as well as providing opportunities for physical development (Standard 4) There are a wide range of activities provided, these are adapted to enable younger children to participate (Standard 3) There are good systems for communicating with parents, there is a good range of written information available within the detailed prospectus, and on parent notice boards, and staff make themselves available to exchange verbal information on a daily basis (Standard 12) Staff evidence a good knowledge of individual children, home routines are continued with regards to physical needs, and children with special educational needs are well supported. (Standards 3, 9, 10)

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

there are no systems in place to ensure that staff working with children are physically and mentally suitable to do so (Standard 1) the systems for ensuring that the garden is free from potential hazards prior to use by children (Standard 6) written parental consent for emergency medical treatment is not in place (Standard 7) the child protection policy does not include procedures to be followed in the event of allegations being made against staff (Standard 13) the register does not detail times of children's attendance (Standard 14)

#### **Outcome of the inspection**

Good

### **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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14	Ensure that the Children Act regulations are complied with in respect of maintaining a record of childrens' hours of attendance.	09/07/2003
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Develop staff recruitment procedures to ensure that staff working with children are physically and mentally suitable to do so.
6	Make sure that litter and hazardous plants are inaccessible to the children
7	Obtain written parental consent to the seeking of any necessary emergency medical advice or treatment.
13	Include procedures to be followed in the event of an allegation being made against a member of staff or volunteer within the child protection policy.

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

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

Swineshead Pre-School offers a welcoming & secure learning environment where children make generally good progress towards the early learning goals. Children are confident & enjoy learning through a range of interesting activities. The quality of teaching is generally good. Staff are developing a sound understanding of the foundation stage curriculum which enables them to provide a suitable range of activities to cover the six areas of learning. Staff know individual children well and regularly assess their progress. However, children's individual records of achievement are not clearly matched to the stepping stones towards the early learning goals. Planning systems do not clearly identify learning objectives for a broad range of activities. The key strengths in personal, social & emotional development are due to staff skilfully engaging children in conversation and fostering self-esteem. Staff extend children's learning through good interaction & questioning during practical activities. There is an effective system in place to provide good support for children with special needs. Children are motivated & encouraged to express their ideas and thoughts verbally. They behave well in response to high expectations from staff, although not all children participate effectively in large group activities & are easily distracted. The pre-school has a good range of equipment to cover all areas of learning although some aspects of physical development are not sufficiently covered. Leadership & management is generally good. All staff are positively encouraged to undertake further training. They work effectively as a team and contribute to regular reviews of the provision. The partnership with parents and carers is very good. Key workers regularly talk to & share information with parents about their child's progress. Parents receive useful written information about the pre-school & the curriculum & are encouraged to be involved in the children's learning.

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

Staff work well as a team and provide good role models and an interesting range of activities which promote learning in all six areas. A strong emphasis is given to the area of personal, social and emotional development. Children are confident, sociable and have formed effective relationships with each other and staff. A very good partnership with parents is fostered through effective written and verbal communication. Parents are actively encouraged to be involved in their children's learning. There are effective systems in place to support children with special needs. Staff are committed to improving the care and education provided for all children.

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

planning of activities: to clearly identify what children are expected to learn. the organisation of whole group activities to ensure all children are able to participate effectively. the programme of activities for physical development, with particular

regard to health and bodily awareness. assessment records: to clearly identify the progress children are making towards the early learning goals.

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

The pre-school has made generally good progress since the last inspection to address the key issues raised. Staff have the opportunity to review and reflect upon their own practice during regular staff meetings. They evaluate adult-directed activities and their role within the activity and identify areas for further improvement. Some progress has been made in the area of activity planning but this continues to be an area which needs to be addressed. All members of staff contribute to curriculum planning and topic work and daily activities are planned under the six areas of learning to ensure all aspects are included. However, clear learning objectives are not identified for a broad range of activities. This limits the staff's ability to effectively evaluate their use of teaching techniques to achieve the identified learning outcomes.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children relate well to each other and have formed effective relationships with staff. Standards of behaviour are good and children learn to take responsibility for their own actions. They are confident and motivated to learn, they select resources and activities independently. They work well both independently and in small groups.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Staff engage children in conversation and their thoughts and ideas are valued. They have regular opportunities to read and write their own name and make marks. Opportunities are provided for children to develop their manipulative skills and pencil control. Children are developing their awareness that print carries meaning and are learning the conventions of reading. However, not all children participate effectively in group story time.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children can count in sequence to ten and beyond and can recognise and write some numerals. Staff make good use of practical activities and daily routines to introduce mathematical language and develop children's understanding of concepts such as addition and subtraction. Children recognise and name familiar shapes and compare the size of objects.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children have regular opportunities to explore the natural environment, care for living things and use their senses to describe materials. They talk about their own lives and recount past and present events. They have access to a range of technology resources and use them independently to support their learning. Through topic work and planned activities children are developing their awareness of diverse faiths and cultures.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's small hand skills and whole body movements are developed through effective use of equipment both indoors and outdoors. They have opportunities to practice a range of movements and use the apparatus with confidence and co-ordination. Children have discussed the importance of keeping healthy and eating a balanced diet, however, there are few opportunities for children to recognise the changes that happen to their bodies when they engage in physical exercise.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good

Children use a range of media to explore colour, shape and texture. They have frequent opportunities to play a range of musical instruments and to explore different sounds. Children play co-operatively when engaging in role-play activities based on first-hand experience. They have learnt a wide variety of songs and join in group singing time with enthusiasm.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
develop the planning activities to clearly identify what children are expected to learn. ensure that assessment records clearly identify the progress children are making towards the early learning goals. improve the organisation of whole group activities to ensure all children are able to participate effectively. develop the programme of activities for physical development to promote children's awareness of the changes that happen to their bodies when they are active.

## **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.*