



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148126

DfES Number: 546088

### INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Margaret Coyne

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Parkway Pre-School
Setting Address	Christchurch Community Centre 110 Parkway Welwyn Garden City Hertfordshire AL8 6HN

### REGISTERED PROVIDER DETAILS

Name	Mrs Marta Helena Dowling
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## 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

Parkway Pre-School opened in 2000 and operates from the Christchurch community centre close to the centre of Welwyn Garden City. The group have the use of one main room with the additional use of the church hall, toilets and a kitchen. The children share access to a secure, enclosed outside play area.

A maximum of 28 children may attend the pre-school at any one time. The group is open each weekday from 9.15 to 12.00 with an additional lunch club offered from 12.00 to 13.00 and is open for 38 weeks of the year.

There are currently 45 children aged from 2.6 years to under 5 years on roll. Of these 31 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs and also supports children who speak English as an additional language.

The pre-school employs six staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

The pre-school receives support from an early years teacher and a mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Parkway Pre-School provides a good standard of care for children. All aspects of the provision are well organised and staff are deployed effectively throughout the setting. Staff have a high regard to the policies and procedures that they implement consistently. High priority is given to children's safety both in and out of the pre-school. Most documentation and records are in place to support the effective management of the group. These are stored in a safe and confidential manner.

There are excellent key worker systems throughout the setting. These enable staff to establish supportive relationships with children and parents. Key groups ensure the

children have suitable activities appropriate to their ages and abilities with opportunity to mix together. Staff plan a range of activities in which the children have opportunity to explore and investigate using both natural and manmade objects. They play confidently, independently and with support. There is a wide range and balance of stimulating, challenging toys and equipment for children to access. The role play areas are changed regularly to provide children with a range of resources to stimulate their imaginations which are often incorporated into the theme. Staff are attentive to the children's needs and support and direct them during activities. Good use is made of the garden and the children have a range of outdoor equipment. Snacks are varied and nutritious and snack and lunch times are a happy social occasion. Children are well behaved and respond positively to direction from staff.

The pre-school has developed a supportive partnership with parents and carers. They are kept informed of their child's progress informally and formally for the older children during consultation evenings. The group has identified a need to provide more feedback to all parents about activities and their child's achievements. Staff are approachable and friendly, this fosters good relationships between parents and staff.

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

At the last inspection the provider agreed to revise and update their policies to reflect their current practise. This referred particularly to their medication practice, procedure for outings and behaviour with reference to bullying.

This action has now been completed the group has revised their policies and have updated them where required. They have a safe procedure for outings and have updated their behaviour policy to include a reference to bullying. The medication procedures have been revised, however they have not obtained written consent from parents to seek emergency treatment.

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

- The staff's relationship with the children is excellent. The pre-school provides a good range of toys and resources that meet each child's individual needs and promotes their confidence and self-esteem. Children are happy and secure and the staff present themselves in a calm manner and as positive role models. The children are learning to respect and value those around them and their environment. They know what is expected of them, behave well and respond positively to direction from staff.
- The pre-school make excellent use of their premises. It is used to it's full potential and the children are secure in their surroundings. The room is divided into different areas of play and learning with constructive use made of low level storage units which provides easy access to equipment for the children. The staff are able to display some of the children's work in an attractive manner and make valuable use of remaining wall space for a variety of colourful posters.
- The presentation of toys and activities encourage the children to take part

and show respect for the equipment. Dressing up clothes are hang on a rack that is easily accessible and attractive to the children. Role play areas are imaginatively presented for example a woodland area in line with their topic. All activities are available for every child to take part and are age appropriate for individual stages of development. Resources are available to reflect positive images of culture, gender, and disability that allow the children to extend their learning outside their day-to-day experiences and to investigate and explore both natural and manmade objects.

- The organisation and presentation of the groups records and documentations is of a high standard. Staff ensure records are informative and up to date and provide a wealth of information for a safe and efficient practise and for the welfare, care and learning of each child.

#### What needs to be improved?

- documentation, with regard to obtaining written consent from parents to seek emergency advice and treatment.

#### 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.)

There are no complaints to report.

#### 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
7	Request written permission from parents for seeking emergency medical advice or treatment.

## 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 Parkway Pre-school is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge and understanding of the Foundation Stage and provide children with meaningful and successful direction to encourage them to be self-motivated. Staff know when to join in and when to step back thus creating a perceptive balance between adult and child directed play. There is an excellent range of resources available to provide children with exciting, stimulating and challenging opportunities to learn. Children explore within their own safe boundaries and staff have high expectations for good manners and self-control. They raise children's self-esteem and independence with constant praise and encouragement. An assessment system is used to record children's progress through the stepping-stones. These are used to inform future planning and targets for children. Comprehensive plans are in place, which cover all areas of the early learning goals. Valuable teaching strategies are applied in order to support what each child can learn and discover.

Leadership and management is very good. The pre-school benefits from a strong and enthusiastic manager who works closely with a dedicated team of staff. Staff support each other and work consistently together in providing an effective learning environment for children. They have taken part in the Effective Early Learning project (EEL) which is an excellent documentation and evaluation of all aspects of their learning program.

Partnership with parents and carers is very good. Parents are welcomed into the group and are provided with information about their child's progress and achievements in a formal consultation evening and informally each day. Parent's play an active role in their child's learning through their help at the group and with access to the activity plans in order to extend learning at home.

### What is being done well?

- Children's personal, social and emotional development is given high priority which helps children to gain in confidence and fosters feelings of security. Staff set achievable boundaries and activities for the children which has a positive impact on their behaviour and helps develop their self-esteem and confidence. Staff interact well with children giving them opportunities to become self-motivated, responsible and independent.
- Children are well motivated and demonstrate exceedingly good levels of concentration. They learn through meaningful, purposeful and interesting activities which are practical and based on their own experiences.
- The productive use of the daily routine support children in developing their

resourcefulness, independence skills and creativity. Staff ensure children have enough time to complete tasks, respecting the importance and value of child initiated play.

- Children are confident speakers and listeners, staff develop children's confidence to speak as part of the group and in smaller peer groups. Children take turns to talk and interact well developing good conversation skills. They listen well to others and become absorbed during group and story times. Children particularly enjoy the story without books, as a member of staff uses finger puppets to engage and maintain their interest. Children's early writing skills are also well developed and fostered by staff.
- Children use mathematical equipment confidently. Staff support children in activities allowing them opportunities to develop and discover mathematical knowledge for themselves. They have adult support in some structured learning and can confidently apply practical problem solving skills, recognise, count and write numbers and are involved with a range of other mathematical concepts.

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

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- providing a systematic approach to the evaluation of activities to ensure they meet the educational needs of the children and provide a record of what the children have learnt from activities.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children form good relationships with others in the group. They make independent choices and work confidently, seeking support when needed. Concentration levels are high as they become absorbed in activities and stories. They share resources and behaviour is good. Children respond well to direction, and play cooperatively together. They are secure and confident, staff reinforce this with constant praise and encouragement. They willingly try new experiences and demonstrate pride in their work.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's communication skills are well developed. They initiate conversations and use language in real and imagined role play. They enjoy books and show respect for them. Children listen attentively to instruction and enjoy story time particularly a story without books. Staff present themselves as experienced practitioners who develop children's early reading and writing skills through both structured and practical play. Children recognise familiar words and confidently write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children gain a practical understanding of different mathematical concepts. They are confident using numbers and counting and apply this skill throughout the day. They use their knowledge to solve problems i.e. when building a marble run and towers of bricks. Children's matching, sequencing and ordering skills have been developed through a range of practical activities. They have a sound understanding of shape including recognising two and three dimensional shapes in objects and in nature.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are curious learners as they discover the world around them. Well planned activities give children opportunity to experience growth and change and use a variety of materials to investigate and build with natural objects i.e. making balsa wood decorations for Christmas. They enjoy topics about space and exploring the sky with a telescope. They are adept using the ICT equipment, which supports learning in other areas. They gain a valuable insight into different cultures and beliefs.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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.Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump, balance, peddle and can throw and catch balls. They negotiate available space when using the indoor and outdoor areas and enjoy group time with the parachute. Children's dexterity is developed well they have good hand and eye coordination and successfully thread beads, complete jigsaws and manipulate one handed tools. Children collaborate in sharing tasks at tidy up time.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children take part in an excellent range of well presented, well planned role play. They enjoy playing in the three bears house and the woodland area, hiding and finding hibernating animals. Their imaginations are well fostered by staff as they provide opportunities to create using free expression and individuality. Children explore new textures and techniques as they take leaf and bark rubbings and use twigs to paint with. They enjoy singing and music and access a range of musical instruments.

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



## **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 improving the following;
- Provide a systematic approach to how activities can be evaluated to ensure they are meeting the educational needs of all the children and to provide a record of what the children have gained from an activity.

*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.*