



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254173

DfES Number: 500572

### INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Pauline Margaret Todd

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Mattishall Pre School
Setting Address	C/O Grounds Mattishall Primary Junior School Dereham Road Mattishall Norfolk NR20 3AA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Mattishall Pre-School 801983
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### ORGANISATION DETAILS

Name	Mattishall Pre-School
Address	C/O Grounds Mattishall Primary Junior School Dereham Road Mattishall Norfolk NR20 3AA

## 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

Mattishall Pre-School opened in 1969 and has been operating from its current premises since 1990. The premises are located in the grounds of Mattishall Primary (Junior) School in the busy village of Mattishall, close to the market town of Dereham. The group is committee run with charitable status.

There are currently 58 children, from 2 to 5 years on roll. This includes 23 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs but none who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 - 11:45, Monday to Thursday and 12:45 - 15:15, Monday to Friday. During the Summer term, the Thursday session is from 09:00 -12:00.

Five full and part time staff work with the children. Half of the staff have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Mattishall pre-school provides satisfactory care for children aged two to five years.

The capable and friendly staff team work well together. They interact sensitively with the children and give them regular praise to promote children's self esteem. The furniture, toys and play equipment are well maintained and the children can reach them easily to make choices and to sit or lie comfortably to play and join in activities together. The premises are clean and welcoming to children and their parents with colourful posters and displays on the walls. There is direct access to the outdoor play area. Useful records are maintained that promote the welfare, care and learning of children.

The staff have a satisfactory awareness of risks to children's health and safety and

take steps to ensure their premises are safe and secure. However, the fire safety policy does not include instructions received from the school. The group follow child protection procedures that are robust although some information contained in the policy is now out-of-date. The good health of children is promoted and the children are reminded to wash their hands after using the toilet and before eating. A healthy and nutritious snack is provided. The children do not have access to fresh drinking water at all times.

There is a range of activities and play opportunities that effectively promote children's development. The children spend time playing freely indoors and outdoors and take part in focussed activities. However, the sessions are not always appropriately structured or the size of the group appropriate for the activity being undertaken. Generally staff are aware of strategies to use to deal with behaviour but these are sometimes not effective to help children learn right from wrong.

The group has built warm and trusting relationships with their parents and there is a regular exchange of information. The parents serve on a management committee and help at the sessions on a rota basis.

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

At the last inspection the group agreed to improve the hand drying facilities and introduce a system to ensure that anyone who has not been vetted is never left alone with the children. The group has taken appropriate action to ensure the health and safety of the children.

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

- The toys and play materials are sufficient and suitable to provide a good range of activities and play opportunities for all children. The items are in good repair and conform to safety standards. Low tables and chairs and soft furnishings allow children to play, rest and eat together.
- The staff treat children with respect and equal regard. They use friendly, caring language and are sensitive in their handling.
- The staff work very closely with parents to meet the needs of the children. Supportive and trusting relationships are being formed and information is regularly shared to promote children's well being and progress.

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

- the operational plan, in particular the daily structure
- the fire policy
- children's access to fresh drinking water
- the behaviour policy
- the child protection procedures.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Review the operational plan to ensure all sessions are appropriately structured and the children are grouped to meet their needs.
6	Up-date the fire policy to include instructions received from the school.
8	Provide children with access to fresh drinking water during the sessions.
11	Develop the behaviour policy and raise staff's awareness and understanding of effective ways to manage children's behaviour.
13	Review the child protection procedures to ensure they meet current guidance.

## **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 Mattishall Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff are friendly and value and encourage the efforts of the children. The staff work well together and have reasonable knowledge of the stepping stones and early learning goals. They often exploit learning opportunities as they arise through everyday play situations and routines. However, the children have limited opportunities to explore and experiment with sounds and words. The curriculum planning is good, and covers all early learning goals. There are no daily plans to ensure that best use is made of the activities and that the children are grouped appropriately. The staff observe the children and the information contributes to their overall assessment programme. The accommodation is suitable and the group is very well resourced.

The leadership and management of the pre-school is generally good. The chairperson and the supervisor are organised and work very hard to provide satisfactory leadership for the group. Regular staff and committee meetings are held and the staff have access to guidance, support and relevant training. They work together well to evaluate their service and show a commitment to develop and improve their educational provision.

The partnership with parents is generally good and positive relationships with staff promote children's learning and support families effectively. Parents are given sufficient information about the setting and the early learning goals. They are encouraged to be actively involved in their child's pre-school life and help at sessions.

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

- Children show an interest in numbers and counting. They enjoy number rhymes and count in the correct order e.g. the fish they have caught, biscuits for snack time.
- The physical skills of children are promoted effectively through the use of large and small equipment. They demonstrate increasing control and co-ordination and good spatial awareness when using their bodies and energy outside.
- Children use their imagination well and enjoy their indoor role play, They draw on their own experiences as they play with the home corner equipment and dressing-up clothes.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● use of daily plans</li><li>● opportunities for children to explore and experiment with sounds and words.</li></ul>



<b>What has improved since the last inspection?</b>
The group has made steady progress since the last inspection and have introduced further resources to help implement their action plan.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are happy and well settled. They are beginning to form relationships with adults and other children. They enjoy role play in the home corner, dressing-up and dancing to music. Concentrate well with go-fishing game and when drawing. The children display good personal independence when using the cloakroom facilities. They choose their own activities and when to have their snack. The children talk about themselves and their families as they take part in activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well with imaginative play e.g. child says he is driving his car to the swimming pool. Children listen to stories, show an interest in the illustrations, and say what may happen next, but limited opportunities for children to explore and experiment with sounds and words. The children use pencils, crayons and paints to make marks and there are many opportunities for children to write as they take part in activities e.g. home corner, writing table.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Mathematical understanding is well promoted. Children count up to twenty, count fish they have caught, clap number of candles on birthday cake. Child knows how many spots are left to cover on the ladybird, make eight piles of playdough, count biscuits for snack time. They sing number rhymes and do number puzzles. They make patterns from linking monkeys and from painting and using construction equipment. Mathematical language is used during everyday routine and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Good use of topics has enabled the children to gain an understanding of their environment and the wider world. e.g. Australia, Antarctica. Opportunities to use natural play materials and to grow plants in the garden. Children use sellotape and stapler to make envelopes for their pictures. The children use the computer to support their learning. Displays show how festivals are celebrated. Interesting outings are undertaken and visitors call to discuss their professions.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Physical development is well promoted. The children demonstrate good control, co-ordination, and spatial awareness when playing outdoors and when dancing indoors. Children run, jump, hop, climb, and pedal with confidence. Opportunities for children to practice and develop their manipulative skills through use of scissors, rolling pins, threading cubes, peeler. Staff discuss with the children how their bodies work and the effect of exercise.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have very good opportunities to use their imagination when playing in the home corner, dressing-up, and when using ride-ons outside to deliver the mail. They explore a range of textures e.g. fircones, dough, sand, paint. Children develop their musical awareness through singing, playing musical instruments. Their senses are heightened when playing outside and the children show pleasure in the things they see, hear, smell and touch. e.g. taking shoes off to play in the sandpit.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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**

- Introduce daily plans to enable staff to make the best use of the indoor and outdoor activities to promote the learning of all children.
- Provide further opportunities for children to explore and experiment with sounds and words.

*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.*