



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127815

DfES Number: 518511

### INSPECTION DETAILS

Inspection Date 05/07/2004  
Inspector Name Cheryl Langley

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Pelham Pre-School  
Setting Address Stocking Pelham Village Hall  
Stocking Pelham  
Nr Buntingford  
Hertfordshire  
SG9 0LL

### REGISTERED PROVIDER DETAILS

Name The Committee of Pelham Pre-School 1072299

### ORGANISATION DETAILS

Name Pelham Pre-School  
Address Stocking Pelham Village Hall  
Stocking Pelham  
Near Buntingford  
Hertfordshire  
SG9 0HZ

## 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

Pelhams Pre School has been operating for over twenty years. It is situated in Stocking Pelham Village Hall and run by a supervisor and parent committee.

There are currently 29 children from 2 to 4 years on roll. This includes five funded 3 year olds and eighteen funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens five mornings a week during school term times and operates a lunch club on four of these mornings.

Eight part-time staff work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from a qualified teacher. The group are members of the Pre School Learning Alliance.

### How good is the Day Care?

Pelhams Pre-School provides good quality of care for children. There is a committed staff team in place who endeavour to keep up to date with training to support the care of the children. They organise the environment to ensure that children have access to a range of equipment and resources. The staff and committee work closely together and support each other. The premises are well maintained and full use is made of the outside play area. The pre-school maintains the required documentation to ensure their provision runs appropriately, however, some minor details are lacking.

Staff are aware of safety procedures and work together to minimize risks whilst at the pre-school or on outings. Advice is currently being sought from the Fire Safety Officer with regard to managing the fire exits with young children. Children's awareness of healthy practices are promoted through daily routines. Children know they must wash their hands before preparing food, eating lunch and after using the bathroom. Staff record any accidents that occur and share information with parents. High staff ratios ensure all children are fully included within the provision and

one-to-one care is given to those children requiring extra supervision and support.

Interesting activities, planned outings and various visitors to the pre-school, provide a range of stimulating experiences, allowing children to extend their learning outside of their daily lives. Children are confident in utilising the resources that are made available and enjoy playing together. Staff interact well with the children, encouraging discussion to develop their language, thinking and independence. Staff display children's work and use praise to reward effort and encourage good behaviour.

Information is shared with parents on a formal and informal basis. Parents have expressed their appreciation of the high standard of care given to their children.

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

At the last inspection the pre-school agreed to prepare an action plan to show how the deputy would meet the qualification requirements, provide evidence of police clearances for all staff, keep accurate records of fire drills, ensure accident records are confidential and provide accurate details of the Regulatory Body in the complaints procedure.

Documentation has been updated to allow for the accurate recording of fire drills, confidential recording of accidents and to include details of the Regulatory Body in the complaints procedure shared with parents. The Deputy is qualified to NVQ Level 3 and evidence of police clearances and Criminal Record Bureau checks are available and being updated for staff and committee members.

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

- Staff relationships with the children are good, they listen and value what children say. There are a wide range of activities, equipment and resources, most of which are freely accessible to all of the children.
- There are good staffing levels in place that include a key worker system. This enables a high level of interaction between the staff and children at all times. There is a strong commitment to training to support the care of children at the pre-school.
- Children are provided with a varied and nutritious range of snacks that promote children's health and development. Staff are aware of the individual dietary needs of children and have good systems in place to share information and ensure children are catered for safely and as their parents wish.
- The pre school shows a commitment to inclusion, they fully support children with special needs and work in close partnership with their parents, and where necessary outside professionals.
- The partnership with parents is good. Parents are provided with regular updates about the setting and its provision. There are opportunities to view children's work at twice yearly parent's evenings and requests to see work

can be made at any time. Parents can also contribute to their child's care through the information they provide at registration and a suggestion box. Ofsted have received positive feedback on questionnaires and discussions, showing that parents are happy with the care their children are receiving.

#### What needs to be improved?

- the register to show actual times of arrival and departure of children
- the uncollected and lost children policy to ensure the correct procedure is followed and known by staff and parents
- access to the fire exits in accordance with recommendations made by the Fire Safety Officer.

#### 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
6	Meet any recommendations made by the Fire Safety Officer with regard to the main fire exit in the toilets.
14	Ensure registration records include accurate times of arrival and departure of children and uncollected and lost children policy gives details of correct procedure followed.

## 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 Pelhams Pre-school is good. Children are making very good progress in physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff need to attend further training on the Foundation Stage and stepping stones, so that they are all familiar, when contributing to the planning and assessment process as part of the key worker system. They plan and deliver a broad range of interesting activities for the children, although the planning does not always include the learning intention and more able children are not always challenged. There is a detailed assessment system in place, although this is not always used effectively to inform future planning. Resources are not regularly organised to allow children to make choices and create freely. Staff interact sensitively with the children to promote confidence and support children with special needs to ensure that they are included in all activities.

Leadership and management is generally good. Staff are consistent and work well together as a team, forming good relationships with the children. They are deployed effectively and attend regular staff meetings. The pre-school leader is aware to develop procedures to provide staff with a formal appraisal system and some training needs have already been identified. Staff show a commitment to further improving the nursery education they offer to children.

The partnership with parents is generally good. An operational plan is available for parents, which includes policies and procedures as well as information about the six areas of learning and examples of the activities. Twice a year, parents are invited to look at examples of their children's work and talk to staff, although the actual written records are not readily available. Parents are encouraged to share what they know about their child and to be involved in their learning, such as, by bringing items in for show and tell.

### What is being done well?

- Children are confident when talking to adults and visitors. They talk about their home lives and past experiences and enjoy sharing their news.
- Staff support children's role play well, providing appropriate resources to enhance their imaginative play and help them learn about the environment such as the lifeboat and equipment and the travel agency.
- Children are very aware of the local community, especially within the village, through countryside walks and visits to the church as well as interesting visitors such as the doctor and vet.
- Staff have a very positive attitude towards providing support for children with special needs. Links have been made with other agencies and an effective

communication system has been implemented to enable staff to meet the individual needs of the child, whilst including them in all activities.

- Staff are competent in assessing children's progress. They regularly observe children and keep examples of their work, so that they can comment on their records about the child's progress.

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

- opportunities for children to select their own resources and attempt writing for a variety of purposes and express their own creativity
- staff's knowledge and understanding of the Foundation Stage
- use of assessment to inform planning and show how activities can be extended to provide greater challenge for more able children.

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

The setting has made generally good improvement since the last inspection. Staff have introduced celebrating various multicultural and religious festivals and their customs, such as Diwali and Chinese New Year, into the group. There is also a wide range of multicultural resources and equipment such as puppets, small figures and cooking utensils.

The older children are able to take care of their own personal needs such as using the toilet independently and are given responsibilities such as taking care of a younger child or pouring drinks at snack time. Once a week, the resources are organised so that the older children can use their initiative in selecting their own materials in order to create freely. However this opportunity could be offered to all children on a more regular basis.

The partnership with parents has been improved by asking them to contribute to the aims of the week displayed on the notice board. However, this was evaluated by staff and found not to be very useful as a form of feedback. Parents are now encouraged to complete an initial child profile and questionnaire as well as use a comments box to enable them to contribute observations of their child's learning at home to their records of progress. However, there is no format for parents to comment when sharing library books at home with their child.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and are learning to take care of their own personal needs. They behave well and relate positively to one another and have an awareness of who they are, talking about their home and the community, such as showing where they live on the globe. Children are able to learn about the wider community through books, displays and interesting visitors as well. However, children are not always able to be independent in selecting their own resources and initiating their own activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond to instructions, information and stories. They are able to retell familiar stories and use rhyming words. Children recognise their names and are beginning to link sounds to letters. They can choose and take books home to share with parents. There are plenty of opportunities to build on pencil control and letter formation, although few which allow children to write for a purpose or freely mark make.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children engage in counting through routine activities, such as counting cups at snack time. They recognise numerals displayed around the room and have experienced compiling a bar chart. Free play, puzzles and equipment reinforce ideas about patterns, sequence and shape. Calculators, compare bears and number rhymes are used to develop children's awareness of simple addition and subtraction. However, there are limited opportunities for children to learn about capacity and use positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to use information, communication technology confidently. They grow plants and look at what is needed to make them grow. They discuss the days of the week and the weather and understand the purpose of a globe. Cultural and religious festivals are celebrated by the children, trying different foods and looking at other traditions. Although there are planned model making activities, children are limited in being able to freely access tools and design and make for themselves.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have regular opportunities to develop a variety of physical skills such as crawling, balancing and negotiating obstacles and are able to use a wide range of equipment. They learn about foods that are good for them and their bodies through topic work, posters displayed and visits from doctor, dentist. Hand and eye co-ordination and fine motor control is developed, using a range of tools to cut, cook and thread. Children enjoy manipulating play dough and moving beads along the abacus.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore different media and materials through planned activities, make musical instruments and clap out the rhythm of their name. The role play area is changed regularly to link in with topics and children actively engage in imaginative play, such as the lifeboat. There are few opportunities for children to select their own resources and express their own ideas creatively.

**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**

- increase opportunities for children to select their own resources and attempt writing for a variety of purposes through practical ways and improve opportunities for children to express their own creativity
- review training to ensure that all staff receive appropriate training for the Foundation Stage
- ensure that the assessment system is used to enable staff to identify and plan the next steps of children's progress, as well as show how more able children will be challenged.

*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.*