



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 205215

### INSPECTION DETAILS

|                 |                         |
|-----------------|-------------------------|
| Inspection Date | 18/07/2003              |
| Inspector Name  | Linda Christie Ravenall |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Full Day Care  |
| Setting Name    | Crowle Pre-School  |
| Setting Address | Crowle Parish Hall<br>Crowle<br>Worcester<br>Worcestershire<br>WR7 4AZ |

### REGISTERED PROVIDER DETAILS

|      |                                    |
|------|------------------------------------|
| Name | The Committee of Crowle Pre-School |
|------|------------------------------------|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | Crowle Pre-School   |
| Address | Crowle Parish Hall, Church Road<br>Crowle<br>Worcester<br>Worcestershire<br>WR7 4AZ |

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### Information about the setting

Crowle Pre-School opened in 1967. It operates from two rooms in the parish hall in the rural village of Crowle. The pre-school serves the local area and the outskirts of Bromsgrove and Worcester.

There are currently 45 children from 2 years 6 months to 4 years on roll. This includes 21 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days per week during term times. Some full day sessions are offered for rising four year olds on Tuesdays and Thursdays from 09.15 to 15.30. Part day sessions for children across the age range are provided Monday through to Friday. These sessions operate daily from 09:15 to 12:00 and 13:00 to 15:30 on a Tuesday.

Ten part time staff work with the children. A third of the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early years Development and Childcare Partnership (EYDCP). The group are active members of the Bowbook Partnership and members of the Pre-School Learning Alliance (PLA). The setting has regular contact with Crowle First School.

### How good is the Day Care?

The quality of childcare is good. Activities are effectively organised to provide children with access to a comprehensive range of fun, stimulating resources and equipment. Space is well used both indoors and out to create a most warm and welcoming environment for children, parents and visitors. Staff are well deployed to provide a supportive environment where children are settled, safe and well cared for. All required documentation is in place. It is regularly reviewed and all regulations are met. There are policies and procedures in place regarding child protection however the staff's awareness is limited.

Staff are proactive about ensuring the safe arrival and departure of children and carefully monitor access to the building when it has shared use. Good hygiene is a priority and children with specific medical needs are well supported with clear

policies and procedures. Staff promote healthy eating well, by providing nutritious snacks and refreshments. Meal times are highly social occasions where children learn the importance of social skills and good manners.

Children have access to the full range of facilities. Staff know the children well and ensure they are valued and made to feel good about themselves. As a result they are interested, keen to explore and learn. They relate well to each other and learn the consequences of unwanted behaviour on others. They develop confidence and independence and, use their initiative. Effective special needs policies ensure children are included and all their needs are met.

Parents are most welcome and their contributions are valued. As a result, there is a strong and mutually supportive partnership ensuring children are well cared for according to parents wishes.

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

The setting was asked to produce an action plan to show how the setting will achieve 50% of the staff holding a level 2 qualification appropriate to the care and development of the children.

An action plan has been produced. It has been evaluated and reviewed as a working document and Ofsted are informed of all changes. As a result staff are developing a clear understanding of their roles and responsibilities and enabling them to develop skills to meet the children's needs effectively.

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

- A broad range of planned and well-presented activities are provided offering first hand experiences. Children are able to make choices as they develop their knowledge, skills and understanding. They are supported effectively by staff who are committed to building each child's confidence, self esteem and independence through really enjoyable play experiences.
- The staff provide a warm and very welcoming child friendly environment. It is safe and secure with well organised space that is used imaginatively and effectively to promote children's development.
- A good range of toys and equipment are enjoyed by the children, providing them with interesting challenges. The resources include a range of well loved books which show images of familiar and real life experiences.
- Staff are proactive in ensuring that appropriate action is taken when a child is identified or admitted to the provision, with special needs. They have a very good understanding and regard for the Code of Practice to promote the welfare and development of children within the setting. Very good relationships are developed with parents and professionals to ensure the children are included, supported and valued as individuals.
- Staff have an effective behaviour management policy. Positive praise and encouragement are freely used. Children are able to share and take turns

and they obviously enjoy playing together. Behaviour is good and children are praised for being helpful to each other. Staff are good role models, using negotiating skills and compromise to resolve conflict.

- An excellent rapport has been established with parents. Parents feel very welcome and involved in the day to day running of the group. They are regularly consulted about their children's needs and are actively involved in the development and reviews of policies and procedures for the benefit of the children. There is an effective key worker system which ensures parents share in their children's progress.

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

- procedures regarding emergency evacuation procedures;
- documentation to ensure the complaints procedure records details of the regulator;
- staff's awareness and understanding of local Area Child Protection Committee procedures.

#### **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   | ensure fire drills are practised regularly, the group's fire evacuation procedures are on display and fire exits are kept clear; |
| 12  | ensure complaints procedure developed to enable parents to independently contact Ofsted as regulator;                            |
| 13  | ensure all staff are aware of child protection issues and are able to implement policies and procedures.                         |

## **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.*