



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 311343

DfES Number: 581794

### INSPECTION DETAILS

Inspection Date 03/11/2004  
Inspector Name Annette Stanger

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Roberttown Community Centre Pre-School  
Setting Address Roberttown Community Centre  
Church Road, Roberttown  
Liversedge  
West Yorkshire  
WF15 7LX

### REGISTERED PROVIDER DETAILS

Name The Committee of Roberttown Community Centre Pre School

### ORGANISATION DETAILS

Name Roberttown Community Centre Pre School  
Address Roberttown Community Centre  
Church Road, Roberttown  
Liversedge  
West Yorkshire  
WF15 7LX

## 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

Roberttown Community Centre Pre-school opened in 1972 and is managed by a committee. It operates from within the local community centre, and is shared with other group users. The group has use of the main hall, outdoor play area, kitchen and toilet facilities, as well as storage facilities both indoors and out. The pre-school accepts children between 2 years 6 months and 5 years.

A maximum of 25 children may attend the pre-school at any one time. It is open each week day from 09.00 to 11.45 and a lunch club operates from 11:45 until 12:45. There are currently 29 children aged from 2 years 6 months to under 5 years on roll. Of these children 10 receive funding for nursery education. The pre-school supports children with special educational needs, and has systems in place to support children who speak English as an additional language.

The pre-school employs 5 staff, 3 of whom have appropriate early years qualifications, and 2 staff currently working towards recognised early years qualifications. The pre-school liaises closely with the local primary school and receives support from the Pre-school Learning Alliance and the Local Authority.

### How good is the Day Care?

Roberttown Community Centre Pre-school provides good quality care for children. All aspects of the provision are well organised to ensure children are well cared for. The operational plan works effectively in practice and adds to the smooth running of the setting. Staff have a good understanding of their roles and responsibilities and work well together as a team with good support from the manager. All of the relevant documentation is in place, although some of the required detail is missing.

High priority is given to ensuring children's safety and appropriate precautions are taken to safeguard children and minimise potential risks. The group takes positive steps to promote hygiene by raising children's awareness of self-care during routines. Snack times are used effectively as a learning opportunity and to encourage children's independence skills. Staff understand the need to protect

children and the correct procedures to follow if concerned about a child's welfare.

Staff provide a well planned stimulating learning environment, and make good use of the space, staff and resources to effectively meet the children's needs. Children are given time to explore and investigate resources independently, and staff are deployed well to extend children's learning through discussion and engaging in conversation. Staff create an environment which promotes good behaviour and staff regularly praise and encourage children. The staff actively promote equality of opportunity and inclusive provision.

Parents are welcomed into the setting and their contribution and involvement is valued by staff. Policies and procedures are effectively shared with parents and good systems exist to keep them well informed of all aspects of their child's care and development.

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

At the last inspection there were issues raised relating to documentation, safety, and the organisation of the setting. These have now been addressed effectively and suitable methods have been implemented which further promote the welfare and care of the children.

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

- Children's learning and play are well supported by staff, and sufficient challenges and stimulation are provided in all areas of learning.
- Staff are vigilant and take positive steps to prevent accidents and promote safety within the setting.
- Staff treat children with equal concern and also have a secure knowledge and understanding of the children's individual needs, which they cater for appropriately.
- Children with special educational needs are well supported. Staff work well in partnership with parents, and outside agencies, and staffing arrangements are designed to meet the children's needs.
- Staff work together effectively as a team and show an ongoing commitment to continuously improving the quality of care and education provided.
- Staff work successfully in partnership with parents and high levels of participation are encouraged. Information is shared effectively between both parties to essentially meet the children's needs.

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

- the written statement on behaviour management, to include bullying
- the accident records, to include the time an accident occurs.

**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
11	Ensure the written statement on behaviour management refers to bullying.
7	Include within accident records the time an accident occurs.

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

### How effective is the nursery education?

Roberttown Community Centre Pre-school provides high quality nursery education, where children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good and has a positive impact on the children's learning. Staff have a sound knowledge of the foundation stage shown by the activities planned and observed, and through discussions with staff. This enables them to plan an interesting and stimulating range of practical activities which are suitably challenging. Staff are deployed effectively and provide good levels of support, encouraging children to explore, investigate and apply their learning. Skilful interactions teamed with effective questioning techniques, enhance children's learning and provide sufficient challenge for all children. Plans are based on regular observations and evaluations of what the children can do. They indicate clear learning intentions and show how activities can be adapted to suit children who learn at different rates or have particular needs. This systematic approach enables staff to continually plan the next steps in children's learning, focus their teaching and help children to develop and progress. Relationships are good, children respond positively to staff and behave well.

Leadership and management are very good. Much of the success of the setting is due to effective team work, and the staff's ongoing commitment to training and development. There are effective systems in place to evaluate practice and continuously monitor and improve the quality of nursery education provided.

The partnership with parents is very good. The setting works effectively with parents to support children's learning. Effective measures are in place to ensure parents are kept well informed of the educational programme and the progress their child is making. Staff encourage parents to be involved in their child's learning by sharing observations and contributing to children's learning records.

### What is being done well?

- Children have a positive attitude towards learning and display high levels of involvement in activities. They are confident, enthusiastic and eager to learn.
- Children benefit from effective teaching methods which help all children learn effectively. Staff set suitable challenges for all children, which maintains their interest and enthusiasm. The deployment of staff is beneficial to the children's learning and well planned activities engage and sustain children's efforts and interests.
- Children show a great interest and appreciation of books and other print material. They handle books correctly and spend time sharing books with staff as well as enjoying them individually.

- Children show increasing confidence in counting and practical problem solving and regularly explore concepts of size, shape and number during their play.
- Children demonstrate great skill and coordination using both large and small equipment.
- Children express their creativity well through a wide range of activities and play experiences. They regularly use their senses to explore and investigate properties of materials.
- Parents are encouraged by staff to be involved in their child's learning. Many regularly share observations with staff and this information is used effectively to inform planning and extend children's learning.
- Children with special educational needs are included in all activities and staff plan for full participation in learning. Staff work well in partnership with parents, and outside agencies to ensure children work progressively towards clear learning targets.

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

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the children's listening skills particularly in group situations, encouraging children to listen to others, and take turns to speak

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

The setting has made very good progress in addressing the key issues raised at the last inspection.

All children now have regular opportunities to learn about their local environment. This has extended the children's awareness and promoted their interest. Planned learning opportunities have included excursions to local shops, investigations in the churchyard, observations of local farm animals, and regular visitors to the group, such as the local environmental officer, road safety officer, and local police.

The provision for technology has been developed since the last inspection and new hardware and software have been purchased. Programs are more suitable and support learning across the curriculum. As a result children can now develop their information and communication technology skills and enrich their learning across the curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good levels of independence in selecting and carrying out activities, as well as high levels of concentration for their age. They are keen and eager to learn and respond positively to staff, seeking guidance when needed. Children behave well, and are forming good relations with peers, sharing play experiences and involving others in their play. They show good levels of independence in undertaking self care skills, and a developing awareness of their own needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate their needs and enter into dialogue about their creations, however some find it difficult to listen, particularly at group times. They have a great interest in books and print material, and show an awareness that print carries meaning. Children show developing pencil control and make meaningful marks which is evident in many aspects of their play. The more able children are beginning to use phonic knowledge in spelling and form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a developing interest in number and a willingness to count during their play. All children can count to ten and some beyond and the more able children can recognise written numerals at random up to ten. They are beginning to use positional and directional language and explore concepts of size and shape during their play. Children show increasing confidence in practical activities such as matching and sorting and the more able children can follow and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and show interest in features of their environment, for example they explore the effects of wind on streamers and windmills. They use simple tools and techniques safely to build and construct, and regularly explore and investigate properties of materials. They also show a great interest in information and communication technology and operate simple programmes with increasing skill. Photographs, and planning show that children regularly explore culture and beliefs.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show increasing independence in their personal care and an awareness of healthy practices. They move well with good control and co-ordination and show good balancing skills. Children safely use a variety of tools and materials, and engage skilfully in activities which promote hand-eye coordination. They demonstrate good skill and increasing control using large and small equipment. An example of this involved a child using a small hammer and nails with fine precision, care and attention.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express their creativity well through a variety of activities, for example role-play, drawing and a range of sensory opportunities. They engage freely in imaginative play developing their own ideas and introducing new themes collectively in small groups. They work creatively using a wide range of materials, techniques, tools, and equipment and respond to texture and use their senses well. Children show an interest in musical instruments and make music to explore different sounds.

**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:
- improve children's listening skills particularly in group situations, encouraging children to listen to others, and take turns to speak

*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.*