



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 153456

DfES Number: 522393

### INSPECTION DETAILS

Inspection Date 17/03/2005  
Inspector Name Carol Cox

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lulworth Camp Pre-School  
Setting Address Merlin Court  
Lulworth Camp  
Wareham  
Dorset  
BH20 5QD

### REGISTERED PROVIDER DETAILS

Name Lulworth Camp Pre-School 1066370

### ORGANISATION DETAILS

Name Lulworth Camp Pre-School  
Address Merlin Court  
Lulworth Camp  
Wareham  
Dorset  
BH20 5QD

## 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

Lulworth Camp Pre-School has been running since the 1960s. It operates in a converted army officer's house situated at the end of a cul-de-sac within the Lulworth Camp. The facilities include four rooms for the children, an office, kitchen and store room. The outdoor play area is fully enclosed and laid to lawn.

The pre-school is open during term time from 09.10 - 12.00 five days a week, children can stay for lunch club until 13:00 on Monday and Thursday. Children attend for a variety of sessions, some attend for 5 sessions each week. There are 11 children aged between 2 years and 4 years on roll. The pre-school is in receipt of funding for 9 three and four-year-olds. They have experience of supporting children with special educational needs and those who speak English as a second language.

Three staff are employed to work with children. Two of the staff have Early Years qualifications to level 3, one member of staff is about to commence training. The group receives support from a teacher from the Dorset Sure Start Unit.

### How good is the Day Care?

Lulworth Camp Pre-school provides good quality care for children aged two to five years. The group serves both local and army families and staff are experienced at working with children who may make several moves during their pre-school years.

The staff are well qualified and all regularly attend training. Knowledge about the local areas' child protection procedures is not however, fully up to date. There are sensible policies in place which are understood by all staff to ensure the smooth running of the group. The premises are well maintained and staff have a high awareness of safety issues. They actively promote good hygiene and encourage children to develop self care skills, including those related to lunch time - for those that stay at that time.

Staff plan a wide range of interesting and exciting activities to stimulate children's learning and development through play. Key workers make regular observations of

children's progress and use these to plan the next learning for individual children. Children are encouraged to select their own activities and resources and are well supported by staff. Staff make good use of the environment and local facilities to enrich children's experiences.

Children are confident and staff build close relationships with them and spend much time listening and talking with individuals and groups. There is a consistent and sensitive approach to managing children's behaviour and generally they behave very well.

Parents are kept well informed about the pre-school activities through newsletters, a notice board and regular discussion with staff. Staff give formal feedback to parents about children's progress every term. Children's individual needs are identified and staff work closely with parents to help children settle quickly and happily into the group, parents share take home activities and books with their children.

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

At the last inspection the group were asked to address the following issues: ensure that minimum staffing qualifications are met; record arrival and departure times of children and staff; provide documentation of drivers and vehicles used for transporting children; ensure that information is obtained about children's medical needs.

Good improvement has been made. All these issues have been addressed well. The registration system clearly records the actual arrival and departure time of all children and staff present and a visitors book details all others. The operational plan includes all details of vehicles and drivers who may transport children with parental consent. The new registration forms and medication records detail instructions and consent from parents to administer medication.

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

- The range of stimulating activities which are planned to offer children interesting and exciting opportunities to learn through play. Staff plan for the use of resources to support learning and encourage children to develop responsibility for making their own choices.
- There are sensible policies in place to ensure a safe and secure environment where children can learn through play both inside and out. Staff are experienced at helping children settle and understand the issues faced by children who have to move regularly.
- Staff provide clear information for parents about the pre-school and offer regular formal and informal feedback about how children are progressing. Parents are invited to share resources to support topics. Children enjoy taking Monty mouse home and recording their adventures with photographs and diary entries. Children choose a book to take home each week to share with their parents.

- Staff build close relationships with children and plan carefully to help them settle into and leave the group. There are consistent and sensitive policies for behaviour management and staff help children learn about how their behaviour may affect others and children behave very well.

#### What needs to be improved?

- staff's knowledge of current local area child protection committee procedures.

#### 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
13	ensure staff have up to date knowledge of local areas' child protection procedures

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

### How effective is the nursery education?

Lulworth Camp Pre-school provides high quality nursery education and children are making very good progress towards the early learning goals in all areas of learning. Children are making particularly good progress in personal, social and emotional development, mathematical development and knowledge and understanding of the world. Staff have an understanding of how to help children settle quickly and how to help them when they must move.

The quality of teaching is very good. Staff are well qualified and have a good knowledge of the foundation stage curriculum so they are able to identify opportunities for children to learn through child initiated activities. Staff plan individual goals for children based on regular observations of their learning. Staff provide accessible resources for children to explore and experiment with objects and to learn about their world. They ensure children practise reading, writing and mathematical skills through everyday activities. Children are beginning to learn how to make choices for themselves. Staff have knowledge and experience of working with children with special educational needs and those for whom English is a second language.

Leadership and management of the setting is very good. The staff are well managed and a clear induction programme and staff appraisals ensure that staff have current knowledge to support their practice, this is particularly important as staff often have to move on at short notice. Staff regularly evaluate the education provision to see that the needs of all children are met and they are developing a new system to record and illustrate children's progress.

Partnership with parents is very good. There is clear information for parents about the pre-school in the information pack, notice boards and newsletters. Staff build good relationships with parents and offer verbal and written feedback about children's progress every term. Children take home books and activities to share with parents.

### What is being done well?

- Staff plan exciting and challenging activities for children to learn through freely chosen play activities. Children are making very good progress in mathematics as staff recognise opportunities for children to use mathematical thinking and skills in everyday play and games. The staff have personal experience of living in the services and are experienced at helping children adjust to new settings and to preparing for moving. Children settle quickly and are happy and confident.
- Partnership with parents is very good. Parents are offered regular verbal and written feedback about their children's progress and there are opportunities for parents to share their children's learning through weekly library books.

Children have an opportunity to take home the pre-school mouse puppet and a disposable camera to record his adventures.

- Staff have a clear knowledge of the foundation stage curriculum and use their knowledge of their key children and regular observations of their progress to plan for their next steps in learning. Assessments are well recorded and regularly shared with parents.

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

- the further development of assessment records including the possible use of photographs to illustrate children's progress towards the early learning goals.

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

Since the last inspection very good progress has been made to address the key issues. Staff were asked to provide more opportunities for children to initiate and investigate and they have done so. Children are very involved in finding out all sorts of things as they play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settle quickly in the group, staff understanding how to help children when they must move. They are confident and enjoy choosing activities and resources. They make relationships with each other and adults and understand how to share with others through carefully planned activities. Children learn how their behaviour affects others and children generally behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to communicate ideas and to make relationships. They listen well to stories. More able children are beginning to link sounds and letters and most children can recognise their own names. Children use mark making skills in everyday activities and more able children can write their own names. There are many examples of children's own mark making and their words are written by staff on displayed items. Children choose books to share at home with their parents.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematics in fun games and activities. Most children can count reliably up to 10, more able children count much higher. More able children are beginning to make simple additions and subtractions and talk about more and less. Children use comparative and positional language in construction and small world play and measure and weigh in cooking and other activities. Children enjoy recognising and naming simple shapes in games, for example at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy investigating and exploring their environment, they have made a map of the area and identified local important landmarks. They talk accurately about past, present and future events. Children competently use technology in their games and have access to a computer. They learn about the lives and beliefs of different people and show an interest in other cultures. Children investigate objects and more able children are beginning to offer simple explanations of how things work.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in different ways both inside and out of the building. They have a good awareness of space and the needs of others. They learn about their bodies and can explain the importance of hand washing and healthy food. Children use a variety of large and small tools and materials competently and older children cut, spread and pour their own food and drinks at snack time.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have access to a range of materials and media to create their own designs and models. They enjoy making up their own stories and dressing up and are able to develop stories using small world toys. They explore their senses and responses through well planned activities. Children use musical instruments to accompany songs and follow rhythms and sing familiar songs to themselves in other play. Resources are made freely available to support children's own imaginative play.

**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:*

- further develop assessment records to illustrate children's progress towards the early learning goals.

*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.*