



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139377

DfES Number: 519288

### INSPECTION DETAILS

Inspection Date 07/03/2005  
Inspector Name Elaine Douglas

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Stower Vale Pre-School  
Setting Address Stower Provost School  
Woodville  
Gillingham  
Dorset  
SP8 5LX

### REGISTERED PROVIDER DETAILS

Name Stower Vale Pre School 1027294

### ORGANISATION DETAILS

Name Stower Vale Pre School  
Address Stower Provost School  
Woodville, Stour Provost  
Gillingham  
Dorset  
SP8 5LX

## 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

Stower vale Preschool is run by a parents committee. It opened in 1974 and moved to their new location in September 2001. It operates from purpose built, single storey premises. It is situated in the school grounds of Stour Provost community School in Woodville near to the town of Gillingham. There is a securely fenced outdoor play area laid to grass and path. The Preschool serves the local area.

There are currently 19 children from two to five years on roll. This includes 14 children receiving funded preschool education. Children attend for a variety of sessions. The group supports children who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09.15 until 11.45 on Monday and from 09.15 to 12.15 Tuesday to Thursday.

Four staff work with the children. Three have early years qualifications. Two staff are currently on training programmes. The group receive support from the Early Years mentor/teacher (EYDCP).

### How good is the Day Care?

Stower vale Pre-School provides satisfactory care overall. The experienced staff work well as a team. They effectively implement the clear operational plan to ensure consistency. The premises are clean and well maintained. They are effectively organised to provide access to a good range of appropriate equipment, which promote children's development in all areas. Good systems underpin the day to day running of the group. However, there are required details missing from some policies, and not all records are kept on the premises.

Good policies and procedures are effectively implemented by staff to ensure children can play and learn in a safe environment. Staff actively support children in developing good hygiene routines and a knowledge of healthy practices. All staff have first aid training and follow good procedures. Staff implement good systems to ensure all children are included and valued. Healthy snacks are provided. However,

children do not have free access to drinking water. All staff have child protection training. However, some of the required documentation is not in place.

Staff plan stimulating activities which cover children's development in all areas. Good systems ensure children who speak English as an additional language are well supported and able to take part in all activities. Staff effectively interact with the children by listening to them and building on what they already know. They ask good open-ended questions and praise and encourage all their efforts. Staff use good behaviour management strategies which support children well in understanding expectations.

Parents are welcomed into the group and actively encouraged to be involved. They receive good information on the setting and the educational provision, and have good opportunities to exchange information with staff. Parents have access to policies and procedures. However, these do not provide all the necessary information.

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

There were no actions set at the previous inspection.

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

- Staff are deployed effectively to provide very good quality interaction with children. They support their play and learning by effectively questioning, and listening to their comments.
- Staff manage children's behaviour effectively. They provide good systems for children to understand expectations and regulate their behaviour for themselves. For example, they use a traffic light system to indicate to children acceptable levels of noise. They remind children to keep an eye on the lights and adjust their volume accordingly.
- Staff are vigilant about children's safety. They consistently implement good safety procedures, and carry out risk assessments on the premises and activities to ensure precautions are taken to avoid accidents.

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

- the documentation to ensure all records are held on the premises, the regulators address is on the complaints procedure, and that procedures in the event of an allegation being made against a member of staff included in the child protection policy
- the system for ensuring children have regular access to fresh drinking water

**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**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
13	Write procedures to be followed in the event of an allegation against staff and make it available to parents.	10/04/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure children can access fresh drinking water.
14	Ensure all records are held on the premises and available for inspection and include Ofsted's name and address on the complaints procedure.

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

### How effective is the nursery education?

Stower vale Pre-School provides good quality nursery education overall, where children make generally good progress towards the early learning goals. Teaching in personal, social and emotional development, and creative development is more effective and children make very good progress in these areas.

The quality of teaching is generally good. Staff interact effectively with the children, asking good open-ended questions to make children think. Staff support children well in experimenting for themselves. They work directly with the children and provide an inviting environment in which children are encouraged to try new experiences. Staff use good behaviour management strategies which support children in understanding expectations. Staff have a good understanding of the Foundation Stage Curriculum and plan a wide range of activities to support children's development. However, staff do not provide sufficient opportunities for children to use the climbing and balancing equipment. They do not plan to challenge the older and more able children or record their progress sufficiently.

The leadership and management is generally good. The playleader provides a good role model and ensures staff are clear about their roles and responsibilities. The new committee is developing good systems to ensure consistency. The playleader has effective systems for regularly evaluating practice. However, there are limited systems for the committee to monitor practice.

The partnership with parents is generally good. Parents are provided with good information on the setting and the educational provision. They have good opportunities to be involved in the group and their child's learning. Staff make themselves available for parents to verbally exchange information on a daily basis. However, parents have limited opportunities to see evidence of how their child progresses.

### What is being done well?

- Children make very good progress in their creative development. They have regular access to good resources and explore using all their senses. For example children squeeze toothpaste onto a tray. They are encouraged to describe how it smells, looks and feels. Children are asked about the toothpaste they have at home and how that tastes or is different from this one. They use their fingers and hands to move the toothpaste and make marks.
- Children's personal, social and emotional development is very good due to the trusting relationships staff build with the children. They support children well in making relationships and understanding expectations on their behaviour. Consequently, children are confident to appropriately express their own needs and are developing a good awareness of the need to think of

others.

- Staff foster good interaction. Through good questioning they provide very good opportunities for children to demonstrate what they know and to think out solutions for themselves. For example, when a child noticed that one candle was shorter than the others. Staff asked how he thinks the candle was made shorter. He suggests it was snapped. Staff ask him to try. He snaps the candle but the wick remains. Staff ask if it is possible to snap the wick. He says it isn't but he could use scissors. Staff suggest he tries, to see if that will work. He gets the scissors and cuts the wick. He is pleased with his achievements.
- Staff plan effectively and thoroughly for the younger and less able children. They Provide activities for the early stages of learning and give children good opportunities to consolidate what they already know.

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

- the planning to ensure children have good opportunities to use climbing and balancing equipment and the older and more able children are sufficiently challenged
- the system for recording the older and more able children's progress
- the opportunities for parents to see evidence of their child's achievements

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

Generally good progress has been made since the last inspection. Generally good systems have been implemented to improve planning and assessments, to develop methods for reporting to parents, to improve the teaching of behaviour management and children's listening skills and to provide opportunities for children to use technical resources. Which were all raised as key issues at the previous inspection.

Staff have sought advice and now plan thoroughly to provide activities for the younger and less able children. They have a good knowledge of the Foundation Stage Curriculum and use aid memoirs to ensure they are clear about the learning objectives for activities. Staff have improved the assessments used to record children's development. However, planning and recording of assessments for the older and more able children is still not as effective.

Parents now have access to children's files which show examples of some of their achievements and staff are available daily for discussions. However, parents still have limited opportunities to see children's assessments and evidence of their progress.

Good strategies for behaviour management have been effectively implemented by staff and are consistently applied. Children now have a very good understanding of boundaries and expectations, and are developing good listening skills, both in large groups and individually.

Through fundraising, the staff have been able to purchase a range of technical resources for the children to use. As a result, children have a good understanding of using simple equipment. For example, they use the mouse confidently to operate simple programmes on the computer and can print off their designs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing a good understanding of the boundaries and expectations on their behaviour. They generally share and take turns. Children confidently initiate interaction with each other and staff. They express their own needs appropriately. Children develop good relationships, they seek out others to share their experiences and make attachments to each other. Children independently select activities and are beginning to regularly select resources. Children manage their personal hygiene.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently in a group, and listen well to others. Children show awareness of rhyme and regularly hear and say initial sounds in words. Children regularly paint and draw. They give meaning to their marks and are developing an understanding that writing is a form of communication. Older and more able children write recognisable letters. Children enjoy stories and handle books carefully. However, older and more able children do not use books to find out information.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children willingly join in with using number names and count confidently to ten in the correct order. Children regularly compare group sizes in routines, and confidently say the number which is one more or one less than the given number. Children recognise two dimensional shapes and link them to everyday objects. For example, an oval is egg shaped. Children use mathematical language in their play and routines. However, the older and more able children do not order by weight, measure or volume.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in I.C.T., they regularly use simple equipment and use I.C.T. to support their learning. Children describe events in their own lives and are developing an awareness of other peoples cultures and beliefs. Children enjoy using science equipment, they examine objects and natural things and notice changes. Children use a range of construction toys to build. However, the older and more able children do not use a range of tools and techniques to build in craft activities.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children show awareness of their own space and those of other people. They regularly collect and catch objects such as, hoops and balls. Children are developing a good awareness of healthy practices and the importance of staying healthy. Children confidently and imaginatively, move to music. They adjust their speed and change direction when appropriate. However, children do not regularly use balancing and climbing equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children respond to what they see, hear, taste and smell. Children display very good imagination in role-play and songs. They act out real experiences and copy things adults do. Children enthusiastically choose and join in with songs, they explore how sounds can be changed and different types of instruments. Children regularly work creatively on a large and small scale in two and three dimensions. They differentiate colours and experiment with mixing colours.

**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**

- plan (i) to challenge the older and more able children sufficiently and record their progress appropriately to ensure continued progress towards the early learning goals (ii) to ensure children have regular opportunities to use balancing and climbing equipment
- increase the opportunities for parents to see evidence of their child's progress.

*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.*