



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 116728

DfES Number: 520151

### INSPECTION DETAILS

Inspection Date	16/09/2004
Inspector Name	Elizabeth Juon

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Marlow Pre-School
Setting Address	The Pavilion Church Road Marlow Buckinghamshire SL7

### REGISTERED PROVIDER DETAILS

Name	Ms Louise Adaway
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## 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

Little Marlow Pre-School opened in 1980. It operates from the Cricket Pavilion in Little Marlow recreation ground. The group have the use of a hall, kitchen, cloakroom, toilets and outside play area. The building has disabled access and toilets. The pre-school serves the local area.

There are currently 10 children from two and a half up to five years on roll. This includes 6 three-year-olds and 1 four-year-old, who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special needs and those who speak English as an additional language.

The group opens four days a week, Tuesday to Friday, during school term times. Sessions are from 09:15 until 12:00.

Five members of staff work with the children. Over half the staff have early years qualifications to level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Little Marlow Pre-School provides good quality care for children. The staff team are well organised and staff deployment in the group is good. Children are well supported. The staff arrange the space to be welcoming to the children, creating an environment where they feel happy and confident. There is a good range of toys and equipment available to the children. Policies, procedures and all the required documentation is in place but lacks detail.

The staff maintain a safe environment for the children both inside and outside, but a written risk assessment is not completed. Staff generally promote good hygiene practices and encourage hand washing, but plates are not provided for the snack. The staff have a good understanding of children's individual needs. Resources are provided which promote positive images and diversity in society. The staff have a

good understanding of special needs issues and work well with parents and other professionals to support children with special educational needs. The staff have some understanding of child protection procedures, but the policy lacks detail and the contact numbers for help and advice are not readily available.

Children take part in a wide range of activities, which effectively promote development in all areas of learning. Children and staff interact well together. Children's behaviour is very good and staff use praise and encouragement effectively to encourage independence and promote good behaviour. The setting is organised to ensure all children have access to a range of activities at a level appropriate to their needs and children choose from the activities presented.

The pre-school has a good relationship with parents. Parents are made welcome. The pre-school works closely with parents to provide the care needed for their child. There are appropriate systems in place to share information with parents, covering all aspects of care.

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

At the last inspection several actions were raised which have all been addressed. All the staff have satisfactory clearances and staff details are accurate and up to date. The low level glass is safety glass and signed parental consents to seek emergency treatment are in place.

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

- The staff have a good understanding of special needs issues and the process of obtaining help and support from other professionals. The staff are able to support children with special needs well and this has been acknowledged by parents of children.
- The staff and children form close relationships. The staff know the children and respond to their individual needs well.
- The selection of toys and activities is accessible to the children. The selection of resources encourages development in all areas of learning and promotes positive images of society.
- The partnership with parents is good which is reflected in the positive responses on the parental questionnaires and discussion at inspection.

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

- documentation, to include a written risk assessment and action required to minimize risks and a clear procedure to follow should a child not be collected
- information for parents, to include the address and telephone number of the Ofsted in case of parental complaints
- child protection, so that a trained designated person has responsibility for child protection issues, the Area Child Protection procedures are available

and that the procedure to follow if an allegation is made against a staff member is included in the child protection statement.

#### **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	Develop staff's knowledge of the Area Child Protection Committee procedures, ensure there is a trained member of staff responsible for child protection issues and that the child protection statement includes procedures in the event of allegations against a staff member.
14	Conduct a risk assessment on the pre-school premises identifying action to be taken to minimize identified risks and maintain a fire log book.

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

### How effective is the nursery education?

Little Marlow Pre-School provides good-quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as their communication, language and literacy and physical development is well planned and they make very good progress in these areas.

Teaching is generally good. The qualified staff have a satisfactory knowledge of the Foundation Stage and provide a balance of interesting and appropriate practical activities to support children's learning. Staff question children appropriately to make them think. Staff regularly assess and record children's progress, but this does not inform planning of daily activities to ensure children are challenged in all areas of learning. Children with special needs are well supported to take part in all activities. The deployment of staff is beneficial to children's learning and the planned learning environment enables children to access resources. Staff are good role models and management of children's behaviour is very good.

Leadership and management are generally good. The supervisor is committed to improving practice and regular staff meetings are held to evaluate the provision. The staff team is well established and are supportive of each other. They are aware of what is expected of them and of their responsibilities, but the supervisor does not delegate roles or encourage staff to be involved in planning. This results in staff not developing their skills or gaining experience of planning the early years curriculum.

Partnership with parents is very good and contributes to the children's learning. Parents are happy with the quality and quantity of information they receive. Staff regularly keep parents informed about their child's time at the pre-school, the activities and the progress their child is making. There are open mornings for parents and organised events which they support.

### What is being done well?

- Staff create a stimulating environment where children learn through interesting activities.
- Children's personal, social and emotional development is very good. They are interested in the activities on offer and are able to work on their own and cooperatively in a group. Staff are good role models and encourage children's positive behaviour.
- Children are developing very good communication, language and literacy skills. Staff encourage conversation and help children to practise writing skills.
- The activities for physical development are very good. Children have opportunities to develop both their large and small motor skills.

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| <ul style="list-style-type: none"><li>● Staff regularly keep parents informed about their child's time in the pre-school, the activities they undertake and the progress they make.</li></ul> |
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<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for children to count and calculate through practical activities and everyday situations, and to recognise written numerals</li><li>● opportunities for children to use a range of simple technology equipment and learn how things work</li><li>● frequency of access to dressing up clothes and junk modelling materials to encourage children's imagination and creativity</li><li>● opportunities for children to learn about cultures other than their own</li><li>● staff contribution and involvement in the planning of activities in order to develop their skills and knowledge of the foundation stage curriculum.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in the activities on offer and are motivated to learn. They interact well with each other and adults. Children are well behaved; they take turns and share materials during practical activities. Staff are good role models, encourage good manners and remind children to say please and thank you. Children are developing independence and are learning to care for themselves. They take themselves to the toilet, wash their hands, put on aprons, pour drinks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to recognise their names on labels. They are confident speakers and happily talk about their family and items from home in 'show and tell'. Some children link sounds and letters and are beginning to form recognisable letters. Children enjoy story time and listen attentively.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are gaining confidence in counting and willingly attempt to count objects. They can count up to nine. Children use numbers in a familiar context for example, I am three, how old are you? Children use resources which encourage problem solving such as, puzzles, dominoes, construction with bricks and train track. There are missed opportunities for counting and calculating. There are no number labels to encourage children's recognition of written numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about features of the natural world and local area through topics, outdoor play and outings to the post office and farm. They develop a sense of time through pre-school routines. They recall information and share experiences and events that occur in their lives. Children build and construct with bricks and train track. There are limited occasions for children to investigate and operate a range of technological equipment or learn about cultures other than their own.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to use a range of tools and activities to enhance their physical development. They are developing confidence in balancing, climbing, control and coordination, in both indoor and outdoor activities. Children are developing an understanding of healthy eating and personal hygiene routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children paint at the table top and draw and colour pictures with crayons and pencils. Children know their colours well. Staff encourage children to develop stories and conversation in role play. Children move to music and sing rhymes from memory. There are limited opportunities for children to dress up or use modelling materials, such as junk modelling, to spontaneously create and use their imagination.	

**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 count and calculate in practical activities and everyday situations and to use a range of simple technology equipment and learn how things work
- provide regular opportunities for children dress up to encourage role play and imagination, and access junk modelling materials for spontaneous creativity
- increase opportunities for children to learn about cultures other than their own
- enable staff to contribute to the planning of activities to increase their skills and knowledge of the stepping stones to 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.*