



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200607

DfES Number: 522877

### INSPECTION DETAILS

Inspection Date 07/10/2004  
Inspector Name Anne Felicity Taylor

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name HAMPTON MAGNA PRESCHOOL  
Setting Address COMMUNITY CENTRE  
FIELD BARN ROAD, HAMPTON MAGNA  
WARWICK  
CV

### REGISTERED PROVIDER DETAILS

Name The Committee of Committee

### ORGANISATION DETAILS

Name Committee  
Address HAMPTON MAGNA PRE-SCHOOL  
THE COMMUNITY CENTRE, FIELD BARN ROAD, HAMPTON  
MAGNA  
WARWICK  
CV35 8TS

## 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

Hampton Magna Pre School opened in 1985. It operates from the main hall and adjacent large room in the community centre in Hampton Magna village. The pre-school serves the village and areas of nearby Warwick town.

There are currently thirty-eight children from two years six months to five years on roll. This includes nineteen funded three-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The group opens on five days a week during school term times. On Monday, Wednesday, Thursday and Friday opening times are from 09:30 to 12:00 noon, and on Tuesday and Thursday from 13:00 to 15:30.

Six part time staff work with the children. Over half the staff hold early years qualifications. The setting receives support from the advisory teacher from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Hampton Magna Pre School provides good care for children. The setting has a friendly welcoming atmosphere where parents, children and staff create strong relationships. There is a stable staff team with many years experience in early years. More than half the staff team hold early years qualifications and all staff attend short courses. Staff work well as a team supporting each other in the care of the children. Good planning and organisation ensures that children learn from and enjoy the activities provided. Staff know the children well and they are offered a lot of individual attention.

Safety is a high priority and risk assessments have been completed. Good fire evacuation procedures are in place and the premises is kept secure. Four staff have first aid training and the first aid box is fully-stocked. Child protection procedures are in place and staff have completed training. Children are encouraged in good

personal hygiene and aspects of healthy eating.

A very wide variety of well-maintained equipment is available, enabling staff to provide a good range of activities, helping children to learn and have fun. Effective planning ensures children are offered a choice of activities to encourage individual interests, co-operative play and imaginative play. Children have the opportunity to take part in large and small group work and have many very good opportunities to organise their own play alone and with friends.

Parents are involved with the group, as committee members and helpers and are welcomed to settle new children, or to help with topic work. All the required policies are in place and easily available to parents; some policies and procedures are to be reviewed. Good behaviour is valued and encouraged and children behave very well.

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

Not applicable, as there were no actions were raised at the previous inspection.

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

- The effective key worker system enables staff and parents to build a close relationship and good lines of communication. Parents are involved in the initial assessment and information exchange about their child and are encouraged to contribute to assessments regularly.
- The two activity rooms are set out attractively with a wide variety of interesting play opportunities for the children's arrival; they settle quickly to worthwhile activities.
- Safety is a high priority and staff are vigilant at all times. Very good procedures are operated for the safe arrival and departure of children and good registration systems are in place.
- Children are offered lots of good information about their own and other communities. They celebrate different festivals and enjoy local walks to the post office, the canal and the train station.
- Staff have training and experience in Special Educational Needs and good procedures are in place to ensure all individual needs are met.

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

- the procedure to develop the policy on uncollected children to include lost children
- the procedure to ensure the complaints procedure contains all the required details on the regulatory authority.

**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
2	Develop the policy on uncollected children to include lost children.
12	Ensure complaints procedure contains all required details on regulatory authority.

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

### How effective is the nursery education?

Hampton Magna Pre School offers very good quality nursery education for three and four-year-old children. The setting is a very welcoming, stimulating environment, where children enjoy learning through a wide range of interesting activities. Strong relationships and effective teaching helps the children to make very good progress through the stepping stones towards the early learning goals.

Teaching is very good. Staff have high expectations of the children and children behave very well. Staff show a good sound understanding of the learning goals. They ensure that the children find learning an interesting experience, through careful planning and appropriate use of resources. The needs of all children are carefully considered and the teaching adapted accordingly. Children are constantly challenged in their learning and all achievements are praised and encouraged. There is an effective system in place to provide appropriate, good support to children with special educational needs or who speak English as an additional language.

Leadership and management are very good. Staff undertake short courses in all areas of early years and are encouraged and supported to attend. All staff are involved in the planning of activities and the organisation of resources, and are very clear about their roles and responsibilities. The setting is constantly reviewing the educational programme to ensure it is meeting the needs of individual children.

The partnership with parents is very strong. Staff and parents have many very good opportunities to exchange information about a child's progress and attainment. Parents are well informed about the activities in the setting and are enthusiastic in supporting their children's learning.

### What is being done well?

- Staff provide a friendly and relaxed environment to promote children's learning and progress. Staff give clear instructions and explanations, capture children's interests and encourage them to be independent.
- Children's natural curiosity is enhanced through the provision of a wide range of stimulating activities and resources. They are encouraged to use their imaginations freely and develop their own play ideas, e.g. 'going to school', and 'cooking dinner'.
- The planning and organisation of activities, and the attention given by staff ensures that children learn well and are challenged effectively, e.g. number work with dominoes and large pegboards.
- Good use is made of the local community by inviting visitors to the pre-school, e.g. a parent who is a policeman and a guide dog. Outings to places of interest add to the children's learning and understanding, e.g. the local shop and post office, visits to the primary school.

- Observations and assessments are used well to inform planning and to meet individual learning needs. There are many opportunities for children to take part in organised group activities, individual learning or for free play, sometimes with staff support.

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

- the organisation and equipment for the home corner.

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

At the last inspection the setting was asked to improve the range of opportunities for assessment, in particular, ways to ensure that staff observe how all the children respond to a wide range of activities, and use this information to plan future activities.

Very good progress has been made in this area. The effective key worker system ensures that all the children are observed by their key worker regularly, while taking part in many organised and spontaneous activities. These observations are used very well when planning is being completed and at the weekly planning meetings, to ensure all the individual learning needs of the children are met.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Aspects of personal, social, and emotional development permeate all areas of learning. Staff create an environment where children feel secure with the routine and are eager to learn. Children behave very well and are encouraged to share and take turns. They are confident, and concentration is increasing working alone or in groups, e.g. building Duplo houses. They show increasing respect and care for others through well-planned activities and discussion. Personal independence is encouraged well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming clear confident speakers, and good listeners. A wide selection of books is available and children enjoy looking at books alone or with friends, and group story telling, e.g. By the Sea. Books are taken home regularly. Various activities encourage early writing skills, e.g. shopping lists, and the extension of vocabulary. Children link sounds to letters well in planned and routine activities. Children are making very good progress in writing and reading their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical learning is based in carefully planned, interesting activities, and using incidental opportunities during daily routines. Quick progress is made in learning about numbers; most three year-olds count reliably to 10 and above and recognise numerals to 8. Children are beginning to use mathematical language well, and to complete simple calculations. They learn well about shape, space and to measure in many activities, making bird feeder balls. They enjoy singing Ten Green Bottles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the natural world during outdoor activities, and have many opportunities to observe features and changes in plants and living things, e.g. theme about water and creating a sea display. They are naturally curious and keen to ask questions as they investigate the world around them, e.g. looking at clocks and tape players. Children observe change in planned activities, e.g. bulb growing. They learn well about other countries and cultures, and their own community.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children enjoy outdoor play and organised indoor physical activities. They participate confidently and develop skills in a variety well planned play, e.g. parachute games. They climb and balance with increasing confidence using large equipment. Children use a wide variety of small tools with increasing skill, and have easy access to a good variety of construction equipment. They move confidently and safely during play, and enjoy the soft play equipment, circle games and bean bags and balls.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Staff achieve a balance between showing new techniques, e.g. collage, and allowing children freedom to create from their imaginations in free painting and role play. They enjoy dressing 'the babies'. Children are encouraged and supported to select a wide variety of creative materials and tools. They enjoy story time and join in enthusiastically with familiar rhymes and songs. Children are encouraged to express their feeling through thoughtful discussion and creative activities.

**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 the following:
- Continue to improve and develop the organisation and equipment for the home corner.

*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.*