



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109082

DfES Number: 521166

### INSPECTION DETAILS

Inspection Date 02/02/2004  
Inspector Name Rachel Edwards

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Nythe Pre School  
Setting Address Nythe Annexe  
The Drive Nythe  
Swindon  
Wiltshire  
SN3 3RR

### REGISTERED PROVIDER DETAILS

Name The Committee of Nythe Pre School

### ORGANISATION DETAILS

Name Nythe Pre School  
Address Nythe Annexe  
The Drive, Nythe  
Swindon  
Wilts  
SN3 3QA

## 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

Nythe Pre-school opened in 1965. It operates from a building within the grounds of Nythe primary school in East Swindon. It has sole use of the premises, which consist of a larger main room, a smaller second room and toilet facilities. The pre-school serves the local area.

Children come from a range of social, cultural and economic backgrounds.

There are currently 33 children from two and a half to four years on roll. This includes 12 funded three-year-olds and five funded four-year-olds. Children attend for a variety of sessions. The group has experience of caring for children with special needs and they currently support one child who speaks English as an additional language.

The group opens five days a week during term time. Sessions are from 09:00 to 11:30 for three to four-year-olds and from 12:30 to 14:30 on Mondays for under three-year-olds.

Four full time members of staff work with the children. One has an early years qualification and the other three staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) teacher and development worker.

### How good is the Day Care?

Nythe pre-school provides satisfactory care for children. There is a welcoming, friendly atmosphere in the group and children are happy and settle quickly. The space and equipment is well used and the second room allows small groups of children to work with staff in a quieter environment for part of the morning. Staff are experienced and are on training programmes but as yet do not yet have the required minimum childcare qualifications. Not all staff have completed all the required checks before having unsupervised access to children.

The health and safety of the children at all times is given a very high priority. There are good procedures in place which staff are familiar with and implement well. Children are taught about the importance of keeping healthy, such as when they clean their teeth after snacks. Children with special needs are well supported but the group do not have sufficient resources or activities to reflect positive images of race, cultural and religious diversity.

Staff provide a range of activities that help children to progress in all areas of learning. The staff form good relationships with the children. They are interested in what they do and say and ask questions to help them learn. Behaviour is not consistently managed by the staff which hinders children's progress in learning appropriate behaviour.

The partnership with parents is satisfactory and parents are made to feel welcome in the group. They are made aware of the group's policies and procedures and are able to discuss their child's progress with the staff each day. They may be involved with running the group, by serving on the committee or helping with fund raising. Most of the necessary paperwork is in place but there are some omissions.

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

Overall the group have made good progress since the last inspection when they agreed to:

1. improve the provision for two-year-olds by: providing sufficient resources for them; making sure that they could not reach older children's toys that could be a hazard; providing adequate toilet arrangements, including nappy changing facilities and to provide a quiet area for rest

2. Create an operational plan and share this with the parents

3. Keep a record of visitors

4. make sure there are an appropriate range of activities and resources to promote equality of opportunity and anti-discriminatory practice.

1. There is now a wide range of toys and equipment that the two-year-olds benefit from playing with. A lockable cupboard is used for storing toys that would be unsuitable for them. There are now potties and a changing mat in the toilet area for the younger children. There is a carpeted quiet corner in the playroom with blankets where children can rest quietly.

2. There is now a generally effective operational plan in place which will be shared with the parents. This ensures that parents, staff and committee members are all well informed about all aspects of the group which contributes to the safety and well being of the children.

3. Visitors arrival and departure is recorded in a visitors book.

4. The group have obtained additional ethnic dressing up clothes but still have a

limited range of resources, which would further help children to appreciate and value each others similarities and differences.

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

- Children and parents feel welcome in the friendly, caring environment. Staff interact well with the children, they are interested in what they say and do and ask questions to help them learn.
- Staff make good use of the space and resources so that children have room to play alone and in groups, with the range of interesting activities that are provided.
- Health and safety are given very high priority within the group. Staff are familiar with the policies and procedures which they implement well. Children are well supervised within a safe environment and are taught about the importance of keeping healthy.
- Children with special needs are well supported within the group so that they can participate fully in the activities provided.

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

- staff qualifications to ensure that the minimum requirements are met
- staff that have not completed all checks are not left unsupervised with children
- the consistency of behaviour management
- resources to promote equality of opportunity and anti-discriminatory practice
- documentation, with regard to the child protection policy; lost child procedure and complaints procedure

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	make sure that all adults having unsupervised access to children, have undergone the relevant clearance, including police checks
2	develop an action plan, including time scales, that sets out how staff training and qualification requirements will be met
9	ensure there are adequate resources and planned activities to reflect diversity of ethnicity, culture, gender and disability
11	make sure that strategies for dealing with children's behaviour are appropriate, understood and consistently applied
14	ensure that documentation includes the following: a procedure to follow in the event of a child being lost and the complaints procedure to include how to contact Ofsted

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas of learning. They are happy and eager to learn. They speak well and enjoy stories but are not sufficiently encouraged to hear initial sounds or to recognise and practice writing their names. They count well. They investigate a wide range of materials and use tools with increasing control. They move confidently and safely and develop their imagination well through role play.

Teaching is generally good. Staff create a happy, caring environment where children feel secure. Staff are improving their knowledge of the early learning goals and have recently adopted a system of planning which ensures all areas of learning are included. However staff are not always clear about what children are meant to learn from activities and plans do not include how they can be adapted for different abilities. Staff ask good open questions that encourage children to think. Children with special needs are given good support to help them fully participate in all activities. Staff do not consistently manage unwanted behaviour. The organisation of some large group times such as circle time and the PE session mean children sit for too long, some becoming bored and disruptive.

Leadership and management is generally good. The committee has improved the methods of monitoring and evaluating the groups effectiveness. Staff training is given a high priority, which will continue to improve the quality of care and education. Staff meet regularly to contribute to the planning of the curriculum and all are clear about their roles and responsibilities. There is good liaison with the local primary school, helping children to transfer between settings.

Partnership with parents is generally good. Plans of the daily activities are displayed and parents help children to bring in objects linked to current topics. Parent informally discuss children's progress with staff.

### What is being done well?

- The staff create a happy, caring environment, where children settle quickly, are confident and eager to learn. There is good support for children with special needs.
- The committee and staff are committed to improving the provision. Staff are undertaking training, planning has recently been improved and the organisation is currently under review.
- Children develop their imagination well through well resourced and supported role play, this is particularly good at developing their language and social skills.
- Children are helped to become very independent in their personal care and learning.

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

- staff's familiarity with the new system of planning and their knowledge of the early learning goals, so that they are clear about what children are expected to learn from activities.
- the use of the children's developmental records to help plan or adapt activities that will appropriately challenge children of different abilities and help them move onto the next stage of learning.
- the consistency of behaviour management so that children know what is expected of them and the organisation of some large group activities to prevent children becoming restless or sitting for too long.
- the programme for language and literacy, so that children are routinely encouraged to hear the sounds of letters, rhyme and rhythm in words and to begin to write for a purpose.

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

Three key issues were raised at the previous inspection, that required the pre-school :

1. to continue to develop more detailed planning systems, detailing what children are to learn from activities, the grouping of children and the staff and resources needed;
2. to give children opportunities to explore the sounds of letters and to hear rhyme and rhythm and to encourage children to 'write' for themselves;
3. to encourage children to select their own resources and to help them recognise and make mathematical patterns.

1. The group have very recently adopted a new system of planning that does ensure all areas of learning are included. However it does not show how activities are to be adapted for more or less able children so that they are appropriately challenged. Staff are not always clear about what children are to learn from activities.

2. Pens and paper are now always available to the children who enjoy making marks. Staff now regularly work with small groups of children, helping them to recognise letters and practice writing skills on printed sheets. However opportunities are still not taken to explore sounds and rhythm during the daily routine, such as story or circle time. Children are not sufficiently encouraged to 'write' for a purpose, such as naming their own work.

3. There has been very good progress in this area. Children are now able to choose their own resources from the low storage shelves and to freely move between activities. This has made them more independent and eager to learn.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and eager to learn. They persist with tasks, often concentrating for long periods. They form good relationships with others and play well together, such as in the role play area or working co-operatively to tidy away equipment. They are very independent as they visit the toilet, wash hands, change for PE sessions and choose resources. Most children behave well but some are not fully aware of what is expected of them, resulting in restlessness and poor behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk fluently during their play and as they work together in groups. They enjoy looking at a range of books and frequently visit the cosy book corner. They listen well to stories and join in with familiar refrains. They are beginning to link letters to sounds, although they are not routinely encouraged to hear initial sounds or rhyme and rhythm in language. They make marks that have meaning as they play but are not routinely encouraged to recognise or write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count confidently to 10 or more. They are beginning to recognise some numerals. They have a good knowledge of shapes, such as describing a rugby ball as oval. They are interested in making patterns as they thread beads. They use mathematical language as they compare and describe objects as longer, shorter, heavy, biggest. Children do not routinely solve problems, such as evenly sharing objects or using simple addition and subtraction in meaningful everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, investigate, design and build with a range of materials and construction toys. They learn about their local environment and people who help them through regular visits and visitors. Children learn about and use everyday technology such as tape recorders and a computer, which they competently operate themselves. Children occasionally learn about other cultures, such as the Chinese new year but they do not routinely learn about their own cultures and beliefs and those of others.



## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently and safely in a variety of ways, as they run, climb, crawl and slide. They are aware of space around them as they change speed and direction, safely share the climbing frame and quickly sit in a circle or line up. They develop good hand-eye co-ordination using a range of tools and other materials. They learn about healthy living such as cleaning their teeth after snack. More able children are not encouraged to improve their skills by using equipment in different ways.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children use imagination well in role play. They enjoy dressing up and eagerly act out their stories. They enjoy singing and playing instruments and enthusiastically join in with familiar songs. Children experiment with mixing paints and explore different textures and shapes as they play with dough and make collages. They taste different foods at snack time. They do not have enough opportunities to freely explore their own ideas in art and design, especially by choosing their own materials.

**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**

- Improve staff's familiarity with the new system of planning and their knowledge of the early learning goals, so that they are clear about what children are expected to learn from activities.
- Make use of the children's developmental records to help plan or adapt activities that will appropriately challenge children of different abilities and help them move onto the next stage of learning.
- Make sure that staff manage children's behaviour in a consistent and developmentally appropriate way. Review the organisation of some large group activities to prevent children from becoming restless or sitting for too long.
- Provide opportunities for children to routinely hear the initial sounds in words and to link these to letters. Encourage them to explore rhyme and rhythm in language and to begin to write for a purpose, such as naming their own work.

*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.*