



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108414

DfES Number:

### INSPECTION DETAILS

Inspection Date 02/03/2004  
Inspector Name Annette, Marie Carter

### SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care  
Setting Name Cox Green Community Centre Pre-school and Playscheme  
Setting Address 51 Highfield Lane  
Cox Green  
Maidenhead  
Berkshire  
SL6 3AX

### REGISTERED PROVIDER DETAILS

Name Cox Green Community Centre 277252

### ORGANISATION DETAILS

Name Cox Green Community Centre  
Address 51 Highfield Lane  
Cox Green  
Maidenhead  
Berkshire  
SL6 3AX

## 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

The Cox Green Community Centre accommodates three registered forms of childcare, a pre-school playgroup, a holiday playscheme and an after school club. The pre-school and playscheme are managed by the centre's management committee and have offered a service to the local community for 25 years. The centre is situated in Cox Green, on the outskirts of Maidenhead.

The Cox Green Community Centre Pre-school is a committee run group and is a registered charity. The group is also a member of the Pre-school Learning Alliance. Sessions are from 09:15 to 12:00 Monday to Friday in term-time only. It has use of a large hall, pastoral room, kitchen and a suitable number of toilets. There is also a small outdoor area which is accessible from the hall.

There are currently 44 children from 2 to 5 years on roll, with the group accepting children in the term in which they turn three. This includes 26 funded three year olds and 5 funded four year olds. The setting supports children with special needs and for whom English is an additional language. There are two full-time staff who work with the children and four who work on a part-time basis. Half of the staff have recognised early years qualifications equivalent to level 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. (EYDCP)

The Playscheme offers holiday activities for up to 100 children aged 5-12 years primarily living in Cox Green and Woodlands Park. Sessions run at the centre during the Easter and Summer school holidays, on some Mondays, Wednesdays and Fridays, between 09:00 and 12:00. The children have use of two halls, several smaller rooms and the field and tennis courts, situated between the centre and senior school.

### How good is the Day Care?

Cox Green Community Centre Pre-School provides good quality care for children. All aspects of the provision are well organised to ensure children are well cared for.

Staff provide a warm and welcoming environment to parents and children. Arrangements for induction are effective and staff have a good understanding of their roles and responsibilities. All of the relevant documentation is in place, although some required detail is missing from the child protection policy.

High priority is given to ensuring children's safety and appropriate precautions are taken to safeguard children and minimise potential risks. The group takes positive steps to promote hygiene by raising children's awareness and encouraging them to develop independence in their personal care. Snack times are used effectively as a learning opportunity and to encourage children's independence skills. Through discussion staff demonstrated a sound understanding of child protection procedures. They know the correct action to take if concerned about a child's welfare.

The staff plan and provide an accessible and stimulating environment for the children. They give children time to explore and investigate resources independently. Teaching methods encourage children to engage in conversation and develop positive attitudes to learning. Children's behaviour is generally good overall, but there are some incidences of inappropriate behaviour which are overlooked by some staff and not always dealt with in accordance with the groups policy.

Parents are regularly kept informed about their child's time at the pre-school. They have the opportunity to request meetings with their child's key worker, and receive a written report when their child leaves. Policies and procedures are effectively shared with parents and useful information is also displayed on the parent notice board. The playscheme also operates from the same premises. It is closed during term time and therefore was not inspected on this occasion.

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

Not applicable

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

- The environment is organised effectively to ensure resources are readily accessible to the children to encourage their independence.
- Staff allow children time to explore and investigate and build on their natural curiosity as learners.
- Snack times are used effectively as a learning opportunity, and provide children with good opportunities to develop their independence skills.
- Staff are vigilant about children's safety and take appropriate precautions to minimise potential risks.
- The staff take positive steps to promote children's health by encouraging them to learn about personal hygiene through daily routines.

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

- the staff's management of children's behaviour, to ensure all staff adhere to the written policy and all behaviour is dealt with accordingly
- the child protection policy, to include procedures to follow in the case of allegations made against staff.

### 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
11	Ensure all staff manage children's behaviour in accordance with the written policy.
13	Include in the child protection policy procedures to follow in the case of allegations made against staff.

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

### How effective is the nursery education?

Cox Green Community Centre Pre-School provides good quality nursery education where children are making generally good progress towards the early learning goals, in all areas of learning.

Teaching is generally good. Staff have a sound knowledge of the foundation stage, shown by the activities planned and observed, and through discussions with staff. Teaching methods encourage children to engage in conversation and develop positive attitudes to learning. All staff contribute to planning systems which effectively covers all six areas of learning. Plans indicate clear learning intentions, although these are not always carried out in practice. There are also some missed opportunities to extend more able children during free play activities.

There are however appropriate assessment systems in place to record children's progress, and these are used to identify areas for improvement and to inform planning.

Behaviour is generally good overall, but there are some incidences of inappropriate behaviour which are overlooked by some staff and not always dealt with in accordance with the groups policy. Children with special educational needs are well supported and strategies are in place to provide appropriate support for children with English as an additional language.

Leadership and management is generally good. The staff work well as a team and are committed to ongoing professional development and continued improvement in the quality of education provided.

The partnership with parents is generally good and contributes to the children's progress towards the early learning goals. Parents are regularly kept informed about their child's time at the pre-school, and the progress their child is making. They have the opportunity to request meetings with their child's key worker, and receive a written report when their child leaves the provision which covers all six areas of learning. Most parents are happy with the quality and quantity of information they receive.

### What is being done well?

- Staff create a well resourced and stimulating environment where children express and communicate their ideas using a wide range of tools and equipment competently.
- Children show increasing confidence in solving practical problems through daily routines and activities.
- Children have an increasing knowledge of the world in which they live and

regularly share their observations with staff.

- Children express their creativity well through a range of activities and play experiences. They enjoy using musical instruments, and exploring and investigating materials, and textures.
- Children are developing good language skills, and initiate conversation with others with emerging self-confidence.

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

- the use of activities and teaching methods, to encourage social skills such as sharing, and taking turns and to encourage children to co-operate as part of a group
- the planning of activities, to reflect extension activities for more able children to extend their learning
- the evaluation of activities, to ensure learning objectives are being carried through in practice.

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

The setting has made generally good progress since the last inspection.

Planning records have been developed and now include learning intentions in all areas of learning including physical and creative development, which relate to the stepping stones.

However these are not always carried out in practice by all staff.

Assessment records now clearly relate to the six areas of learning and detail children's progression towards the early learning goals. Staff also use these assessments to inform future planning.

The opportunities for children to develop large muscle control have been improved, and are identified within written plans. Planned activities include obstacle courses, regular use of the parachute and climbing equipment. However plans do not reflect extension activities for more able children to provide sufficient challenge in this area.

A variety of resources and planned activities are now available which promote the children's free creativity and children express themselves well through a variety of interesting practical activities. These include role play, art and craft and construction opportunities, and through the use of puppets and story sacks.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show growing confidence and increasing independence in selecting and carrying out activities. They demonstrate good self-care skills and have personal independence in daily routines. Children are beginning to show care and concern for others but some children have difficulty cooperating as part of a group, sharing, and taking turns. Evidence in the form of photos, displays and planning shows that children regularly explore cultures and beliefs through practical activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good language skills. Children use language purposefully and confidently to describe their creations, thoughts and feelings, and to ask questions. However some children's listening skills are not as well developed and at times this hinders communication. They spend time in the book corner and show an interest in illustrations and print in books. Many children can recognise their names in print, and are beginning to write them independently with correctly formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a great interest in numbers and counting and many count to ten and beyond. They are effective at using mathematical language for comparison and to describe quantity, position, and size during practical activities. Children show increasing confidence in solving practical problems, which involves children calculating, measuring, matching and sorting. There is less evidence to show that children are developing an awareness of shape, through regular activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about past and present events in their own lives. They are curious and show interest in the world in which they live, sharing their observations and experiences with staff. Children are confident in designing and making skills. They enjoy exploring and investigating different properties of materials, and skilfully and purposefully build and construct to represent their own ideas.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children engage skilfully in a variety of activities involving hand-eye coordination, and show good control using a range of small equipment. They are beginning to observe the effects of exercise on the body, recognising the changes that happen to the body when they are active. Children use large equipment on a regular basis, but showed little concern for one another and a lack of awareness of space when using this equipment.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children express their creativity well through a variety of activities. They work creatively using a wide range of materials, and techniques, and happily enter into dialogue about their creations with peers and staff. They enjoy singing activities and action rhymes, and are beginning to investigate and recognise sounds of musical instruments. However children have less opportunity to respond to music representing their own ideas through dance and self-expression.

**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**

- provide opportunities to focus on the development of children's social skills such as sharing, taking turns, and encouraging children to cooperate as part of a group
- improve the planning of activities, to reflect extension activities for more able children to extend their learning
- regularly evaluate activities to ensure learning objectives are being followed through in practice.

*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.*