



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 139952**

**DfES Number: 519443**

### **INSPECTION DETAILS**

Inspection Date      14/10/2003  
Inspector Name      Sarah Street

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Ruskin Road Pre-school  
Setting Address      Carshalton Meth.Church Hall  
                                 Ruskin Rd,  
                                 Carshalton  
                                 Surrey

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Carol Cantello

## 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

Ruskin Road Pre-School is run by Carshalton Methodist Church. It has been running since 1966. The premises are on the first floor of the church hall. Children access the group via the flight of stairs. The premises are also used by local community groups but not when the group is running. The group have access to an outside area. The group is near local parks, schools and shops.

There are currently 38 children from 2 years to 5 years on roll. This includes 13 funded three year olds and 5 funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

Ruskin Road Pre-School opens five days a week, term time only. Sessions run from 9.30- 12.30. On a Monday and Thursday afternoon, sessions run from 12.30 - 14.00. The afternoon sessions cater for children aged two to two and a half.

Ten part time staff work with the children. Eight staff currently have early years qualification to NVQ level two or three. The setting receives support from the EYDCP, Pre-School Learning Alliance and Special Needs Workers.

### How good is the Day Care?

The standard of the day care is good.

The majority of staff have early years childcare qualifications. Staff regularly update their childcare knowledge by attending courses. Good use is made of the space available. The staff work well as a team and are well managed. The staff to child ratio is good and staff are effectively deployed. The premises, toys and equipment are clean and well maintained. However the hot water in the toilets is too hot. Record keeping is clear and relevant. It is stored confidentially. Staff do not record the times children and staff attend and this needs to be done.

The building has been made safe and staff closely supervise the children. The group

is accessed by stairs. Safety gates are in place to prevent children's unsupervised access to the stairs. The public liability certificate on display expired in September 2003. There are clear policies regarding sick and injured children with systems in place to record accidents and the giving of medicine. Half of the staff have first aid qualifications. Staff are very aware of their responsibilities to protect children if they suspect they may be at risk from abuse. They are aware of the symptoms and have clear referral procedures.

The staff and children have good relationships. Children are confident to participate in activities or seek adult support. The planning and provision of activities encourages children to develop. Staff are very aware of children's individual needs and are able to adapt activities to enable all children to participate. Staff are very supportive of children with special needs. The children are well behaved. Staff are positive role models who manage behaviour consistently and calmly.

Partnership with parents is good. Good communication between parents and staff ensures that parents wishes are sought. Parents receive written information on activities and their child's development.

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

At the last inspection the group agreed to ensure all staff had submitted forms to Ofsted to enable checks to take place. This has been done on all current staff and checks have taken place. Some Criminal Records Bureau checks are still taking place. Staff who have not yet received clear disclosures are not left unsupervised with the children. The group also agreed to submit an action plan detailing how they will meet qualification requirements. Staff have recently completed childcare training and the group now have 8 out of 10 staff with childcare qualifications. The group agreed to keep a record of visitors and have written guidelines available if a child protection referral is required. A book has been obtained to record visitors and is regularly used and shows when visitors have attended. The Area Child Protection Committee guidelines have been obtained and staff are aware how to make a referral if they have concerns that a child may be at risk from abuse.

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

- The staff and children have good relationships. The children are happy and participate in a wide range of well planned activities which encourage them to develop.
- Children are well behaved with staff calmly and consistently managing children's behaviour.
- Staff are aware of children's individual needs. Children have access to resources which promote equality. The group is very supportive of children with special needs. They work with parents and professionals to adapt activities to enable children to participate.
- Good links are developed with parents. Parents have given positive written feedbacks and say they feel welcomed in the group.

**What needs to be improved?**

- the temperature of the hot water in the toilets to ensure it is regulated
- evidence to confirm that the group has current public liability insurance
- the recording of hours of attendance for staff and children

**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
4	make sure that the hot water, in the taps in the toilets, does not present as a hazard to young children i.e.too hot
6	provide evidence that you have current public liability insurance
14	keep a record of the daily hours of attendance of staff and children

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

### How effective is the nursery education?

Ruskin Road Pre-School provides education where effective planning and teaching help children make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy and physical development.

Teaching is generally good with some very good aspects.

The staff work well as a team and communicate effectively. They are aware of children's individual needs and how to support them.

Clear planning shows what the pre-school hopes to achieve and how they will do this. Activities are well prepared and adapted for children's needs. However, too few opportunities are planned to begin to compare numbers, build objects from a wide range of materials, explore three dimensional objects or allow children to select resources for themselves.

Leadership and management is very good.

The manager ensure all staff have a clear understanding of their responsibilities. The manager encourages staff training and is committed to the quality of care and learning. Regular staff meetings are held both formally and informally; staff feel supported by the manager.

Partnership with parents is very good.

Parents are kept informed of planning and activities and what the setting hopes to achieve. Parents find the staff and manager approachable and friendly. Parents are given verbal feedback and written reports regarding their child's development.

### What is being done well?

- Children are well behaved, have good relationships with staff and each other, initiate conversations and speak confidently in group situations.
- Children are confident to attempt writing for a variety of purposes; they are able to recognise letters and are beginning to write letters with some four year old's linking sounds to letters.
- Children count confidently to ten and can name, recognise and match shapes.
- Children learn about other cultures and beliefs different from their own.
- Children learn how to use technology through computers and programmable toys.

- Children handle pencils, scissors and paint materials with confidence; they know their colours and are beginning to differentiate between them.
- Children enjoy group singing sessions and are able to sing songs from memory
- Planning and observations are clear and work well. They identify what staff hope to achieve, and record what children have done.
- Good management ensures staff have a clear understanding of their roles.
- Parents are kept well informed about activities and their child's progress through verbal feedback and written records.

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

- children's independence in selecting some of their own materials and resources.
- opportunities to compare numbers and begin to use simple addition and subtraction.
- opportunities to build and construct using a wide range of materials, and to explore three dimensional forms.

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

Progress made since the last inspection is very good.

There has been a change of manager in that time.

The setting was asked to: -

1. Access training for all members of staff to become familiar with the six areas of learning.

This has been addressed and nine out of the eleven members of staff have gained qualifications and attended training to become knowledgeable in the foundation stage of learning.

2. Develop planning to include long term/medium term and short term including staff responsibility.

All staff now help with ideas for planning in the long, medium and short term, with one staff member (the deputy manager) putting the curriculum together.

3. Develop relationships with parents to promote children's learning and provide information which shows how children learn from identified activities.

There is now a half termly newsletter telling parents about the topics the group will cover and a parents page is attached giving parents ideas of how to enhance their child's learning at home.

4. Write a policy for SEN which conforms to the Code of Practice.

There is now a policy in place that conforms to the Code of Practice and some of the staff have had training in special needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy in the care of the staff and relate well to each other. They are able to go to staff for support and are well behaved and polite. Staff manage children's behaviour appropriately. Children participate in group activities sitting quietly, taking turns and concentrating, however they have too few opportunities to select resources for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently alone and in group situations and are able to initiate conversations. They enjoy looking at books and handle them appropriately. They also enjoy listening to stories read by staff. Staff support children by regularly praising and encouraging them. Children are confident to attempt writing for a variety of purposes, and are beginning to write recognisable letters with some four year olds linking sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to ten and are able to recognise numbers from 1-14. They can also name, recognise and match shapes. Children have too few opportunities to compare numbers or to use simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about other cultures and beliefs different from their own. They are provided with activities to look at maps and are beginning to recognise places familiar to them. Children learn about their environment by using natural materials and use technology through computers and programmable toys. There are too few opportunities to build and construct using a wide range of materials.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children understand the need to stay healthy by learning about their bodies and having health workers visit the setting. Children move confidently and are able to run, climb and throw balls. They handle pencils, scissors and paint materials with confidence, and are able to participate in regular physical play sessions.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children know their colours and are beginning to differentiate between them, they enjoy group singing sessions and are able to sing songs from memory. Children use imagination during art, music and role play. There are too few opportunities to explore three dimensional forms.

**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 children with the opportunity to explore three dimensional forms and build and construct using a wide range of materials. Ensure children can access these resources themselves.
- ensure children have opportunities to begin to use language to compare numbers and to develop their understanding of addition and subtraction.

*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.*