



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400250

DfES Number: 515192

### INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Hilary Mary Mckenning

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hemingbrough Pre-School
Setting Address	Hemingbrough Institute Garthends Lane,Hemingbrough Selby North Yorkshire YO8 6QW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hemingbrough Pre-School
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### ORGANISATION DETAILS

Name	Hemingbrough Pre-School
Address	Hemingbrough Institute Garthends Lane,Hemingbrough Selby North Yorkshire YO8 6QW

## 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

Hemingbrough Pre-School has been registered since 1973.

The pre-school operates from the main hall in the Village Institute, in Hemingbrough near Selby.

The group serves the local, village community. There are currently 34 children from two to five years on the register. This includes 12 funded three year olds and 9 funded four year olds. The pre-school caters for children with special needs.

Children attend a variety of sessions. The group is open during term time. Sessions are Monday, Tuesday, Thursday and Friday mornings from 9.00 to 11.30 am. On Monday, Wednesday and Friday afternoons from 12.15 to 14:45 pm.

There are six members of staff who work directly with the children. They hold or are working towards a level three qualifications in childcare.

The pre-school is a member of the Pre-School Learning Alliance and receive support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Hemingbrough Pre-School provides a satisfactory standard of care for children. The staff team are enthusiastic and committed to providing an interesting and stimulating environment for young children. Staff access available training opportunities. They meet regularly to plan activities and share information about children's progress with parents regularly.

Staff create a planned learning environment for children, which offers opportunities for children to be creative and explore their environment. However the storage of tables, chairs and other equipment belonging to the other user groups limits floor space opportunities. Children are confident to explore different activities within the daily plan. The daily routine is flexible to allow staff to be responsive to children's experiences on a day to day basis, and able to extend opportunities for enjoyment

and learning.

Clear policies and procedures are in place ensuring shared expectations and understanding of values. Staff provide an environment where children can develop independence within secure boundaries. Children are happy and secure within the pre-school. They develop warm and trusting relationships with both staff and other children. The children are sensitive to the needs and feelings of others.

Relationships with parents are good. Parents are encouraged to become involved in all aspects and share information about their child regularly. They are informed about what their child is doing daily. Parents are encouraged to participate in and support their child's learning and experiences at pre-school.

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

The issue from the last inspection about the confidentiality of children's records has been addressed satisfactorily. Children's records are now stored to ensure confidentiality.

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

- The environment is organised to enable children to access to resources.
- Policies and procedures are well considered and give priority to children's safety and well being.
- Staff promote opportunities for children to explore and enjoy the environment.
- Children behave well and show awareness of their own needs and care and concern for others.
- Parents are involved in their children's learning through displays and quarterly newsletters.

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

- Review the Child Protection Procedure, to include the procedure to be followed if an allegation of child abuse is made against a member of staff.
- Storage of equipment, tables and chairs.

#### **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
4	consider alternative storage solutions for equipment belonging to other users.
13	review Child Protection procedures to include detail of the procedure to be followed if an allegation of child abuse is made against a member of staff.

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

### **How effective is the nursery education?**

Hemingbrough Pre-School educational provision is generally good. The pre-school promotes positive relationships between children and adults where children are making steady progress towards the early learning goals. They make very good progress in personal, social and emotional development and physical development and generally good progress in the areas of communication language and literacy, mathematical development, knowledge and understanding of the world and creative development.

The quality of teaching is generally good. The leader and staff are enthusiastic and work hard to provide a varied and interesting curriculum for children. Their knowledge of the early learning goals is sound and the leader seeks support where development is needed, for example from the local education support staff. Children behave very well and are sensitive to the needs of others, encouraged by high expectations and sensitive support of skilled staff. The organisation of the pre-school supports children's independent access to both indoor and outdoor resources.

The leadership and management is generally good. Staff are well supported by the leader and committee. The appraisal system is used effectively to develop staff and good practice within the pre-school. There is a high commitment to ongoing self evaluation and the development of clear action plans to enable ongoing review and improvement.

Partnerships with parents and carers is very good. Priority is given to getting to know children and their families well. Parents comment on how welcoming and approachable the staff are, and readily share daily activities. The information displayed for parents is comprehensive, informative and includes plans of activities. Parents are actively involved in their child's learning participating in projects and themes

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

- Children are well motivated, confident and very independent, using their initiative in selecting activities from a wide range of resources.
- Children confidently explore and enjoy the environment.
- Children are well supported by their parents involvement in their learning participating in projects and themes.

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

- the provision for practical mathematical activities such as problem solving
- the opportunities children have to develop and extend their individual

creativity through a range of free choice activities.

- the displays reflecting equal opportunities and diversity

<b>What has improved since the last inspection?</b>
N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. They use initiative in selecting activities, concentrate and persevere to develop new skills. Children are confident and actively participate in group times. Children's behaviour is very good; they have developing self control and their independence skills are developing well. Children listen to others, take turns and share. They understand expectations and have awareness of their own needs and others. They eagerly embrace new situations and.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. They interact and share experiences, using correct language to describe and inform; they pretend, recall and respond to skilful questioning. Children understand that print carries meaning and most children are beginning to write for a purpose during everyday activities. They use writing to record and communicate in various ways; they record events and make labels. They recognise their name and most children know the name and sound of letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Some children count with confidence through a variety of planned activities. Some children match shapes and use comparative mathematical language with play dough, construction and sand play. They enjoy number rhymes and count reliably up to ten. They recognise, match and compare freely. However there are few opportunities to use mathematical ideas to solve problems and extend their understanding of number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

In knowledge and understanding of the world children make generally good progress. They are aware of their environment and observe the features of objects such as flowers. Children confidently describe events in their own life and show interest in the lives of others. They construct successfully using blocks and bricks and they are competent in the use of information technology and simple programmes.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children's progress is very good. They experiment with movement, hop, skip, go through and under, they walk sideways and with huge strides. They practice kicking catching and pedalling. They climb and jump, using large equipment safely. They develop fine motor control when they paint, practice writing, funnel in water. They construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's creative development is generally good. They can skilfully use paints to create patterns and images, for example when drawing self portraits. Children enjoy singing and can repeat a number of rhymes from memory. They use their facial expressions to indicate their mood and feelings and when interpreting music in movement. There is however limited access to a range of resources that develop skills in construction, collage and that encourage the children's individual creativity.

**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 children's mathematical development particularly the use of simple addition and subtraction in practical activities
- Provide activities which increase children's opportunities to develop their individual creativity
- Provide displays reflecting equal opportunities and diversity

*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.*