



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400255

DfES Number: 585605

### INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Christine Tipple

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Firestation Pre-School (Malton and Norton)
Setting Address	Sheepfoot Hill Castlegate Malton North Yorkshire YO17 7EA

### REGISTERED PROVIDER DETAILS

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

Name	Firestation Pre-School
Address	Sheepfoot Hill Castlegate Malton North Yorkshire YO17 7EA

## 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

Firestation Pre-school has been registered since 1962. It operates from a converted building in rooms that are self contained and it is situated centrally between Malton and Norton. The outside play area is enclosed and is an integral part of the building. The group is managed by a voluntary committee. There are presently 45 children on the register aged from two to five years old.

It is open Monday to Friday 09:00 to 11:30am and 12:30 to 15:00, term time only. Children attend for a variety of sessions. The pre-school serves the local area and community. There are currently 20 funded three-year olds and two funded four-year olds attending. There is support for children with special needs. No children currently attend with English as an additional language.

Nine staff work with the children on a full and part time basis. Four have child care qualifications at level three, and four have a level two. The group is a member of the Early Years Development and Childcare Partnership and a member of the Pre-school Learning Alliance. They are presently working towards the Local Authority Quality Assurance scheme.

### How good is the Day Care?

Firestation Pre-School offers good care. Staff provide a warm and welcoming environment for both the children and their parents. Children are happy and relaxed in their surroundings. Space is organised so the children's individual needs are supported and they are able to move around freely in the session. Staff work well as a team and are encouraged to attend a variety of training. All relevant records are in place and stored securely.

High importance is given to health and safety by the staff, both indoors and outside. This is monitored on a regular basis through risk assessments. Routines are in place that enable the children to feel secure and enjoy their time at the group. Behaviour is managed very well by the staff. This is carried out in a caring and sensitive way that reflects the individual needs of the children.

Children have good access to a variety of toys and resources, which provide them with a balance of activities and choices in their play. Staff promote a learning environment through the range of play opportunities and activities offered. Good and effective relationships are developed with the children and these support their learning and progress.

Partnership with parents is very good. Staff provide a range of information through their policies and procedures in all areas of the groups practice. There is a welcome pack and regular newsletters. Parents are also able to have daily contact with staff and this is encouraged. Opportunities to discuss their child's progress is supported with additional sessions as required. Parents are invited to be on the rota system and be on the management committee. The details in most of the documentation is in place and made available.

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

At the last inspection the group agreed to ensure that staff files are maintained, provide observations of the children's play and learning, and establish a complaints procedure for parents.

The group have individual staff files in place and these are kept up to date throughout the year, this includes all training attended. Staff have comprehensive information on individual children that form assessments of their learning and progress. There is a complaints procedure in place with all the relevant contact details and this is made available to parents.

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

- The staff work well as a team and are committed to the ongoing development of their group through accessing training. They are presently working towards the local authority accreditation programme. There are policies and procedures in place that support the group's practices. Staff offer a secure and safe environment that enables children to be relaxed and confident in their surroundings.
- Staff provide the children with a variety of activities both inside and outside, which are supported with a good selection of resources and equipment. Children are able to make progress through the range of learning opportunities provided and they go on outings to enhance their experiences. Interaction by the staff with the children is effective and enables the children to gain confidence in developing their skills.
- Staff have a positive approach to managing the children's behaviour, they promote a calm and caring environment that supports the individual and differing needs of the children. Staff are consistent and provide encouragement and praise with them.
- Partnership with parents is very good, there is a welcoming environment that enables them to be confident in the care and education their children receive. They are encouraged to speak with staff on a daily basis. Additional time in

the year is provided for parents where staff give more details on their child's progress and attainment. There is a range of accessible information that covers all areas of the groups practice and provision. Parents are invited to be on the parent rota and on the management committee where they can have a more direct role.

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

- the details of the policy in relation to uncollected and lost children
- the child protection procedure in relation to allegations 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
2	Include details of the procedures to be followed in the event of a child being lost, in the group's policies.
13	Ensure details of allegations made against staff are included in the child protection procedures.

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

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

Firestation Pre-school offers good nursery education, which enables children to make generally good progress towards the early learning goals. In their personal, social and emotional, mathematical, physical and creative development they make very good progress.

The quality of teaching is generally good. Staff are committed and enthusiastic and work well as a team. The space provides excellent provision for staff to plan a variety of activities that supports the children's learning opportunities in their play. Children have good access to a range and balance of resources that promotes free access and self-selection, particularly in creative development. Staff provide a good level of support, which enhances children's independence, but the opportunities for children to participate and extend their communication and language skills in group and circle time are sometimes missed. Outdoor provision promotes children's physical skills effectively. Children have opportunities to use numbers and simple problem solving through activities and resources provided. However, access to explore and understand the natural world is not sufficiently extended. Staff manage children's behaviour very well. Assessments of the children are completed by staff and used appropriately to inform future planning.

The leadership and management is generally good, staff are well aware of their roles. They work together as a team and with the committee to evaluate and monitor the education and care provided. Support is provided for staff to attend a training programme aimed at developing the quality of teaching in the provision.

Partnership with parents is very good. Parents are given a range of information that provides details of all areas of the group's provision. They have opportunities to discuss their child with staff on a daily basis. Access to an open session is established, however parents do not have opportunities to contribute and comment sufficiently on their child's progress.

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

- Children's personal, social and emotional needs are met very effectively. Staff offer a caring and supportive role and are aware of the differing needs of the children attending. Children are confident in their surroundings and settle well. They are interested in the activities and are encouraged to be independent, which enhances the children's learning through play.
- Staff work well as a team and use the space and resources effectively to provide the children with a variety and balance of activities. Staff overall communicate well with the children and encourage them in their play. They have good provision for outside activities and this extends the range from inside. There are areas to promote children's use of numbers, mark making and development of their writing and creative skills.

- Staff and the management committee work well together and are committed to the ongoing development of the group. This is in the teaching skills and in the resources and activities provided to enhance the quality of the education for the children. Staff have individual training programmes and are supported to attend regular training throughout the year. They have a good understanding of the early learning goals and stepping stones.
- Staff work very well with parents to provide support and daily contact. They encourage parents to talk with them, ensuring regular verbal feedback about their child and what they can do. There is a good selection of information for parents on all aspects of the groups operation. Parents are able to attend an open session to discuss further the foundation stage and their children's progress.

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

- the opportunities for children to contribute to discussions and develop their language in group and story time.
- the outdoor area in order to promote children's understanding of the natural world.
- the opportunity for parents to contribute and comment on their children's progress.

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

Very good progress has been made since the last inspection. Staff have introduced equipment, which improves children's opportunities to access information technology. They have also developed their larger equipment in order to promote children's gross motor skills. These points were raised as key issues at the last inspection.

The purchase of a computer has provided children with opportunities to enhance and develop their skills in the operation of the mouse and hand eye co-ordination. There are programmes that promote children's mathematical development and communication, language and literacy. Staff enable children to access both free play and more structured activities throughout the session. There is additional larger equipment provided to support the children's gross motor skills in climbing and managing safety, which is offered throughout the year both outdoors and inside.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are motivated to learn and are confident in their surroundings. They are interested in the activities provided and are able to work on their own or as a group. They are developing independence through self selection and making choices in their play and learning. Behaviour is managed effectively and children are learning to take turns, share and respect and consider others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are encouraged to interact and express themselves through a variety of experiences provided. The more able three and four year olds are developing mark making skills, and use phonics to recognise and formulate letters in their names. Children use books appropriately, both as resources and for enjoyment. There is a range of print, letters and words displayed around the room. However children have missed opportunities in group situations to extend their language and communication skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have opportunities throughout the session to use numbers that help them count to 10 and beyond with older children. They are able to recognise shapes, explore size and sequencing through models, equipment and construction and visual images displayed. Children use 'more' and 'less' and are developing positional language through the activities provided. Staff offer simple problem solving activities through their routines, role play and focus activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are provided with a selection of resources, which promote exploring and investigation. They use their senses and are able to construct with a range of materials, using simple tools for a purpose. Children are able to discuss their lives and relate to past and present experiences. There is regular access to a variety of programmable toys. However children do not have extended opportunities in their outdoor area to explore the natural world effectively.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The outdoors and indoor areas provide the children with a variety of equipment to promote both their fine and gross motor skills. They are developing control in their balance and climbing and in catching and throwing. They move around their surroundings and negotiate obstacles effectively, both walking and on bikes and sit on ride equipment. There are good opportunities for the children to use a range of pens, pencils, brushes, cutting tools and to manipulate materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children draw freely and use paint in a variety of ways. They have free access to good resources that provide a variety of creative ideas and activities through collage, junk, foam and printing. They use their imagination to act out their own experiences e.g. shopping, visit to the doctor and hospital. There are regular opportunities for children to use musical instruments, sing songs and rhymes and participate in movement activities.	

**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 the opportunities for both three and four year-olds to communicate and extend their language more effectively in group and circle activities
- develop the space outdoors to provide children with opportunities to explore the natural world
- provide parents with opportunities to contribute more fully to their children's progress.

*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.*