



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 650108

DfES Number: 523132

### INSPECTION DETAILS

Inspection Date 22/01/2004  
Inspector Name Sheila Harrison

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Nazeing Pre-School  
Setting Address Hyde Mead  
Nazeing  
Waltham Abbey  
Essex  
EN9 2HS

### REGISTERED PROVIDER DETAILS

Name The Committee of Nazeing Pre-School

### ORGANISATION DETAILS

Name Nazeing Pre-School  
Address Hydemead  
Nazeing  
Essex  
EN9 2HS

## 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

Nazeing Pre-School opened in 1992. It operates from dedicated classroom within a primary school and serves the local rural area.

There are currently 30 children from three to five years on roll. This includes 17 funded 3 year olds and 13 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports no children with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:50 and 12:30 until 15:00.

Four part-time staff work with the children. One member of staff is a qualified teacher and two others have early years qualifications to NVQ 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Nazeing Pre-school provides a good standard of care for children aged 2-5 years.

The pre-school provides a safe, bright and stimulating environment where the children move confidently. The provision is suitably organised, and effective use is made of the space.

Staff create an orderly, supportive environment. They are conscientious, use their time to the benefit of the children, and are suitably deployed. The carefully planned routine supports the children's learning.

There is a wide range of good quality and easily accessible resources. Children's independence skills are encouraged through the cafe system for snacks, though chances are missed to develop an awareness of healthy eating and food tasting. Staff engage with the children's play, both indoors and outdoors, encouraging the children to develop their dexterity. They know the children well through a range of settling -in procedures, and build warm meaningful relationships with the children

who appear happy and well behaved.

The staff are suitably qualified, and wish to increase their knowledge of child care and education issues to continue to develop the good practice. However, some recording procedures could be improved and updated.

There are strong partnerships and trusting relationships with the parents whose contributions are valued. Staff ensure children are included and secure, and their family situations are respected.

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

n/a

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

- Staff are well deployed within the pre-school. They have worked hard to become a strong team. Committed to developing the provision through regular team meetings, appraisals and further training. This ensures the children are well supported, confident and secure.
- Staff manage the children's behaviour well and have high expectations of the children's achievements. Children have many opportunities to share, take turns and negotiate differences. The staff are skilful role models using appropriate praise and encouraging good manners.
- The flexible settling in procedures tailored to the individual needs of the child in discussion with the parents encourages the children to develop strong relationships with the staff; and are keen to communicate with them. Staff delight in the children's progress.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis through the key worker scheme. Parents are provided with clear information including regular newsletters and information on the current theme. Staff are sensitive to the needs of parents when working with other professionals.

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

- organisation of snack time to expand opportunities for healthy eating and food tasting.
- information for the parents regarding child protection procedures
- the evaluation procedures regarding records relating to the fire drill, lost or uncollected children and the medication policy.

#### **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
7	Review the keeping of records relating to the fire drill, lost or uncollected children and the medication policy.
8	Expand opportunities for healthy eating and food tasting during snack time.
13	Expand the information for the parents regarding child protection procedures.

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

### How effective is the nursery education?

The provision of nursery education at Nazeing Pre-School is good. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have developed a clear understanding of the Foundation Stage and use this knowledge to plan a broad, balanced and purposeful curriculum with a wide range of interesting activities, which are mainly adult directed. Activities are suitably evaluated to ensure learning outcomes are met.

The team, which includes a qualified teacher, effectively support the children's learning.

Staff regularly observe the children. Each child's progress is recorded in relation to the stepping stones and this information generally informs future planning. Children are given sufficient opportunities to revisit their learning and staff adapt the plans to extend the children's interests.

There are no funded children with special educational needs or English as an additional language but there are suitable strategies to support any future children.

Leadership and management are generally good. The manager is committed to staff training and professional development. The information from informal discussions, staff meetings and appraisals are used to monitor and improve the quality of care and education.

The partnership with parents is generally good. A welcoming and enthusiastic relationship has been established with parents talking informally to staff about the children's development. Written information on the Foundation Stage, including the plans, are displayed in the lobby.

### What is being done well?

- Staff build easy and trusting relationships with children. They manage the children well and have high expectations for behaviour. Children actively participate in a wide range of activities to support their learning.
- Children are motivated to learn through practical activities which build on their interests. A child observed the properties of materials with magnets and this was supported by the staff who found different resources to explore.
- Staff make effective use of time and resources. They work directly with the children and provide an inviting environment that is organised to help the children become self-sufficient.

**What needs to be improved?**

- the provision of more opportunities for child initiated activities to extend their learning.

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

The pre-school has made generally good progress since the last inspection. There is a prospectus to ensure parents are fully informed of the Foundation stage and policies of the pre-school .

Staff assess the children's individual development including the need for improvement although these are not entirely included in the plans.

Long, medium and short term plans are produced and displayed, including the use of the resources to ensure the children have access to a balanced curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children respond positively to staff and have formed good relationships with their peers. Children behave well. However some children find it difficult to concentrate in some activities. Their confidence and independence is promoted with children helping themselves to toys to extend their games. They cooperate with each other, share and take turns when working in a group. Children talk about their families and celebrate their birthdays.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, adults and in groups. They have some opportunities to link letters with sounds and can recognise their names. Children bring stories from home, listen with pride, concentrate and retell the story. They handle books carefully and know that print carries meaning. However, there is a lack of other scripts displayed. Children attempt writing for different purposes. They can hold a pencil effectively, make lists and are beginning to write their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in counting, recognising number, shape and sizes. They enjoy the purposeful use of construction sets to extend their knowledge of space and build models. They are using positional language. Children learn the number names but do not see their full use as labels. They are beginning to do simple calculations through sequencing activities, but have few opportunities to explore capacity or division.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children spent time experimenting with the magnifying glass binoculars, kaleidoscope and an extended activity with magnets which was well supported by the staff. They have some use of everyday technology within the role play office and are beginning to experiment with the new computer. Children identify some features of living things and they record their observations of flowers and trees in autumn with paint.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence and develop control over their bodies. They practice running, jumping and have sufficient exercise during the brief periods outside. This is well supported with effective interaction from the staff. Due to the limited access to the outside area, children have few chances to practice peddling tricycles or use a climbing frame. They use small -scale tools and equipment safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children show curiosity and observe changes through manipulating a range of materials including fabrics, glue and different shades of green. They listen with concentration to fast, slow, loud and soft rhythms of the music and build a repertoire of songs. Children make complex models with construction sets and can explain the building process. Children have interesting role play areas and dressing up allowing them to communicate their ideas. There are some chances to explore their senses.

**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**

- extend the provision for child initiated activities to promote and extend learning in all areas of learning.

*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.*