



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206124

DfES Number:

### INSPECTION DETAILS

Inspection Date 09/06/2003  
Inspector Name Georgina Walker

### SETTING DETAILS

Setting Name Boulton Lane Pre-school Playgroup  
Setting Address Boulton Lane Community Centre  
Derby  
Derbyshire  
DE24 0BD

### REGISTERED PROVIDER DETAILS

Name Mrs Cathy Maydew

### ORGANISATION DETAILS

Name  
Address

## 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

Boulton Lane Pre-school Playgroup opened in May 1982. It operates from Boulton Lane Community Centre in the residential area of Alvaston. The pre-school has sole use of the premises during the hours of operation, this includes a large play room, a second room for messy activities, kitchen, toilets, office and storage. There are two fenced areas for outdoor play, one soft surface and one hard surface. The pre-school is registered for twenty -six children aged 2 to 5, but chooses to admit children from the age of two and a half. There are currently 40 children on roll. This includes 28 nursery grant funded children age 3-4 year olds. Children attend for up to five sessions, with a specific session for pre-school children on Thursday afternoons. Children with special and individual needs are fully integrated into the pre-school. Children who speak English as a second language can be accommodated. The pre-school opens Monday and Thursday 9.15am -11.45am & 12.30pm-3.00pm. Tuesday and Friday 9.15am-11.45am, and Wednesday 12.30pm-3.00pm, term time only. Nine adults work with the children, seven have early years qualifications and all adults attend ongoing training and /or assessment programmes. The management committee is made up of four of the staff. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP), the local school, and are members of the Preschool Learning Alliance ,(PLA.)

### How good is the Day Care?

Boulton Lane Pre-School Playgroup provides good care for children aged 2-5 years. Children have opportunities to access an excellent range and balance of activities which promotes their welfare and develops their emotional, physical, social, and intellectual capabilities. They are observed to enjoy the activities in the play rooms, especially linked to the insect theme. They listen attentively and join in stories, buzzing like bees, and respond to the Fire safety officer's questions. Children are given opportunities to choose their own activities, and move with an awareness of safety between the two playrooms. Behaviour management is kept to a minimum as staff consistently follow policy and procedures by giving explanations why behaviour is inappropriate or unsafe and the children are busily occupied. Staff are interested

in what the children do and encourage them to learn, including during snack times which are very sociable events. Two outdoor play areas enable more physical activities to take place. Children with special needs are fully integrated into the pre school. Nine adults work with the children, seven have early years qualifications and all attend ongoing training or assessment programmes. They discuss future activities and the development of the children. Good induction ,review of policies and cascading of training information ensures adults are informed of new practices. There is an operational plan ,in the form of a number of files, to ensure requirements are met to meet the children's needs effectively. Some documentation would improve with more detail in accordance with the Standards and Guidance . Partnerships with parents are satisfactory with verbal and some written information shared. Some written information also requires parental signatures and parents should view developmental records maintained on their child.

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

At the previous inspection there were a number of actions to write, develop, increase detail on and in documentation and ensure parents are informed of and sign the relevant documents. These have been completed, but requires more detail in some areas. A copy of the ACPC, Area Child Protection Committee procedures, was required. Staff have obtained a copy, been made aware of the content and a designated person will ensure procedures are followed.

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

Children have access to an excellent range of equipment and resources which help to create a stimulating environment in which they learn. (Standards 3 ,4 ,5, 9)  
Nursery grant funded children make very good progress along the stepping stones to the early learning goals. (Standard 3. Children 's work is valued and displayed to assist in making the premises warm and welcoming. (Standards 3 and 4) Children are observed to be very happy in their play and learning environment. (Standard 3) Children benefit from the increased ratios provided by the staff group. (Standard 2)

#### **An aspect of outstanding practice:**

Children with special needs are fully integrated into the pre-school on a regular basis. Staff learn about the individual needs and adapt activities to ensure all children obtain the maximum learning and development from the activity Children are observed to assist children with special needs to access activities, demonstrating a good understanding of integration and acceptance of differences. (Standards 9 and 10)

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

Records of when children arrive late or leave early. (Standard 2) Records which consistently contain sufficient detail of injuries ,i.e. location and size. (Standard 7) Sharing with parents their child's development and assessment records, by implementing the newly devised system of inviting parents to do so.(Standards 3 and 12) Recording ,in a confidential manner ,incidents and significant injuries which occur to children when not in the care of pre school staff, and obtain parent

signatures to confirm they have been shared. (Standards 7, 11 and 13) Written permission from parents for photographs being taken of the children at play. (Standard 12)

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Include in documentation a record when children arrive late or leave early.
7	Consistently record sufficient detail of injuries, ie location and size, in the accident/incident books.
12	Implement the system devised of sharing development assessment records with parents.
12	Ensure parents sign all records kept on their child and are aware they are kept in a confidential manner.
12	Obtain written permission for the taking of photographs of children at play.

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

### How effective is the nursery education?

Children are making Very Good progress along the Stepping Stones towards the Early Learning Goals. They have access to an excellent range of resources and are interested, excited and motivated to learn. Staff plan a wide range of themes and topics. Children learn about animals, insects and go on a "bug hunt". Children's personal, social and emotional development is demonstrated as they use manners, share and negotiate whose turn it is during play. Children have many opportunities to explore, investigate, design and make from a wide range of resources on a rotational basis. They draw feet and make a graph to show how their shoes are fastened. Children have access to a wide range of programmable resources each session. Their fine motor skills are very well developed, but there are inconsistent opportunities to pour their own drinks or use scissors. Good gross motor skills are demonstrated as they throw, catch and shoot goals into a basket ball net, use bats and balls. Two enclosed areas are available for outdoor play. Children's spiritual, moral, social and cultural development is fostered. The quality of teaching is very good. Staff, four of whom are the management committee, are committed to accessing training and to the care and education of the children. Staff/volunteers work well as a team, sharing planning, development and assessment record keeping and recognise weaknesses in documentation. They create a welcoming environment for children to learn, talking and listening to the children, extending their knowledge. Staff have an understanding of a wide variety of children's special needs and successfully integrate children into the pre-school, working with parents and outside agencies to address needs. Leadership and management is generally good with minor weaknesses in regard to documentation. Partnerships with parents are generally good, verbal exchanges of information are to be formalised to ensure parents are fully informed of their child's progress.

### What is being done well?

Children are making very good progress in all six areas of learning. They have access to an excellent range of resources. Children's personal, social and emotional development is demonstrated especially as they use manners, share and negotiate whose turn it is, age appropriately. Children learn about their surroundings and the wider community from the wide range of themes and topics planned by the staff. Children with special needs are fully integrated into the pre-school. Staff/volunteers have all accessed training and evaluate their practice on an ongoing basis, they recognise there are deficiencies in the documentation.

### What needs to be improved?

consistent opportunities for children to develop personal and fine motor skills, especially with regard to pouring their own drinks and using scissors. planning documentation to ensure all areas of learning are covered without unnecessary

duplication of recording. the sharing of children's development and assessment records with parents.

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

This is the first inspection following receipt of nursery grant funding. Since the pre-school accepted nursery grant funded children the staff/volunteers have all updated their knowledge, attended training and are developing the required documentation.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children are interested, excited and motivated to learn. They develop good social skills ,show concern for others and have a good understanding of what is right and wrong. They have inconsistent opportunities to pour own drinks. They are confident to try new activities, during the "animal " theme and enjoy moving the twigs and leaves to find REAL insects, instead of just plastic ones. They make sounds of delight or disgust. They have a good understanding of their local and wider community.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
<p>Children interact and negotiate in pairs and larger groups. Those who are less confident are encouraged to contribute in group discussions. Children have many opportunities to read text and mark make during free and structured play. They are competent using books from a well presented /stocked rack and spontaneous stories are read and they "read" to themselves and others. Phonics are practiced daily . Labelling around the playrooms includes children's writing on displays and resources.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children use an increasing knowledge of mathematical language throughout free and structured play. They access a wide range of resources and listen to staff who extend knowledge at every opportunity. They count during singing and have a developing sense of time as they share resources and wait for their turn. Topics about insects include the counting of legs. Children have many opportunities to learn mathematical concepts, as they draw feet, and make a graph to show how shoes are fastened</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
<p>Children have many opportunities to explore investigate, design and make from a wide range of resources. They go on a "bug hunt". They have access to an excellent range of programmable resources on a regular basis and sing into a tape recorder. Children have a good awareness of time ,cultures and beliefs of their own and other people, through the wide range of resources and themes.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children move with confidence and an awareness of personal safety around the playrooms. They demonstrate good fine motor skills but use scissors inconsistently. Good gross motor skills are demonstrated as they throw, catch ,show co-ordination hitting balls with bats and shooting goals into a basket ball net. They have access to</p>	

wheeled toys, balance beams ,tunnels and climbing equipment.
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<b>CREATIVE DEVELOPMENT</b>
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Judgement:	Very Good
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Children have access to an excellent range of media and materials and their work is valued on the many displays around the playrooms. They draw a bee to create a honey comb display. They create a beanstalk as part of the fairy tale theme and dress up to role play the story. Children create music and enthusiastically use their imagination throughout their play, acting scenarios and serving tea in the house area.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

Points For Consideration . 1. Ensure children have consistent opportunities to develop personal and fine motor skills. 2. Continue to develop planning documentation. 3. Ensure children's development and assessment records are shared with parents.

## **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.*