



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223562

DfES Number: 519026

### INSPECTION DETAILS

Inspection Date 01/11/2004  
Inspector Name Janette Elizabeth Owen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Marden Pre-School  
Setting Address Marden County Primary School  
Marden  
Hereford  
Herefordshire  
HR1 3EW

### REGISTERED PROVIDER DETAILS

Name The Committee of Marden Pre-School

### ORGANISATION DETAILS

Name Marden Pre-School  
Address Marden  
Hereford  
Herefordshire  
HR1 3EN

## 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

Marden Pre-School opened in 1992. It operates from two rooms within Marden County Primary School in the rural village of Marden in Herefordshire. The pre-school serves the local area.

There are currently 18 children from 2 years to 5 years on roll. This includes eight funded three year olds. Children attend a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The pre-school opens five days per week during term times. Sessions are between 9:00 and 12:55.

Five members of staff work with the children, supported by volunteer helpers and parents. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards NVQ level 3. The setting receives support from a mentor teacher and the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Marden Pre-School provides satisfactory care for children. The pre-school provides a safe, well maintained environment for children. There are appropriate systems in place to ensure the security of the premises and staffing levels ensure good supervision of children. Children are provided with a good range of age appropriate resources and toys which are of good quality. Staff have relevant qualifications and experience and continue to update their knowledge through training.

Staff are aware of the importance of maintaining children's health and safety, they carry out regular checks on the premises and toys to ensure safety. Written policies and procedures are available to back the work practices and are available to parents. However, procedures for obtaining parental consent for emergency treatment were not in place before the inspection. Training is to be accessed to ensure all staff have a clear understanding of child protection procedures and

policies require updating to ensure they contain all the relevant details required.

Children are provided with a good range of age appropriate toys and activities which they enjoy using. The range of physical equipment is good and children take part in physical sessions indoors and outside in the secure play area. Children are encouraged to play harmoniously together, respecting the feelings of others and to be kind.

Parents and children are made welcome, there are good links with the community and local school. Staff share information on children's care and daily activities with parents, they are supportive of parents. Parents access to more detailed information on the child's development is limited, staff are not proactive in making information easily available to parents. Parents are encouraged to be involved in their child's learning by helping out on the parents rota and providing children with items of interest for topic work.

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

Following the last inspection, the pre-school was required to produce an operational plan which explains how the setting is run and how staffing and resources are used to meet the needs of the children. The operational plan is available and contains details of policies, procedures and how the group operates. Details are reviewed and updated to ensure the plan meets the needs of the group.

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

- Staff maintain a safe, secure environment for children.
- Children are provided with a good range of equipment and resources which are used to meet the developmental needs of the children.
- Children respond well to expectations for good behaviour, they are learning to be kind and considerate.
- Staff make parents welcome and are friendly and supportive, offering help and advice.

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

- the staffs knowledge and understanding of child protection issues
- the arrangements for sharing children's developmental progress with parents.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about this provider.

**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 must take the following actions by the date shown**

Std	Action	Date
13	Ensure written child protection statement includes procedures to be followed in the event of allegations being made against a member of staff.	01/12/2004
13	Develop all staff's knowledge and understanding of child protection issues.	01/05/2005

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

Std	Recommendation
7	Review procedures to ensure written parental consent for children to receive emergency medical treatment is obtained.
12	Review procedures for making information available to parents.

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

### How effective is the nursery education?

Marden Pre-School provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Progress in many areas is very good.

The quality of teaching is generally good. Staff use a range of teaching methods to help children learn. Children respond well to practical activities such as music sessions and are developing physical skills during regular physical and messy play sessions. Children are allowed to initiate their own play, they are imaginative and use role play well. However, there are times when ineffective interaction between staff and children limits the learning opportunities. Staff are good role models for children encouraging them to behave well and be kind and considerate.

Improvements have been made to the planning of the curriculum to ensure all areas are covered. Most staff have a clear understanding of the foundation stage curriculum and provide children with a good range of activities and resources to support the themes and topics. Children's progress is not regularly observed and assessed. There is no systematic approach to recording information and in using information on children's development in order to provide sufficient challenges for children or to inform the future planning.

The leadership and management is generally good. The new committee is supportive of the staff, but has yet to fully understand the responsibilities of the staff in supporting children's care, learning and play. The management are committed to improvements and will be taking part in a Quality Assurance scheme in order to further develop the provision.

Partnership with parents is generally good. Staff have developed a good relationship with parents, making them welcome and involving them in the group and their children's learning. Information on the provision is provided, but systems for sharing information on children's developmental progress is limited.

### What is being done well?

- Children are making progress in all areas of the curriculum, they are provided with a good range of activities to support their learning.
- Children are allowed to initiate their own play, they are developing their independence, imagination and creativity.
- Children respond well to the behaviour management strategies, they are well behaved and are considerate.
- Parents are made welcome and encouraged to participate in the group and their child's learning.

**What needs to be improved?**

- procedures for making effective use of systems for observing and assessing children's developmental progress
- arrangement for making information on children's developmental progress available to parents
- staffs knowledge and understanding of how to use effective interaction with the children to provide challenges and further develop children's understanding of new ideas and concepts.

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

Generally good progress has been made in addressing issues raised at the previous inspection. Children are provided with a planned curriculum which covers all six areas of learning. Staff use the planned activities to provide children with a good range of activities to help them make good developmental progress. Parents are provided with information on the curriculum in order that they can be involved in the children's learning.

Less progress has been made on developing an effective system for observing and assessing children's progress. Staff have an understanding of the process, but do not regularly complete records resulting in limited information on children's developmental progress being available to staff and parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing in confidence, they are happy to talk and share their experiences. They show a trust in the staff and look to them for support and help. Children are beginning to form friendships, staff encourage children to look after each other and to make new children welcome. Children respond well to the expectations for good behaviour, they are kind and considerate and share their toys well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff make good use of methods to gain children's attention and encourage them to talk in a large group. Children take "Little Ted" home for a visit and then share his adventures with all the children at circle time. Children are provided with a range of activities which help them develop their hand/eye co-ordination in preparation for writing. Story times are enjoyed but the organisation of the book area does not encourage children to choose books independently for pleasure.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a good range of activities to support their understanding of mathematics. They use table games and practical activities such as cooking and messy play to reinforce ideas such as shape, space and measurement. However, children's ability to use numbers and mathematical language is not assessed sufficiently to allow staff to make good use of the information on children's progress when setting challenges for children or when planning the next steps in children's learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are provided with regular access to messy play where they explore new experiences and continue to develop their already acquired skills in using dough to model and water and sand to pour and dig. Children build confidently with a range of resources and materials using construction and craft materials. Children are beginning to learn about other cultures and beliefs through topics, they have access to a good range of multicultural resources.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing their physical skills using the good range of physical play equipment provided. They enthusiastically pedal and scoot on bikes and are developing skills in throwing, climbing and balancing. Children are given the opportunity to use a range of tools to help them develop their skills in model making and to help develop their hand/eye co-ordination. Staff show children how to use the tools safely.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children respond well to the organised music sessions, they explore sounds and rhythm, linking the music to the firework theme. They are developing their imagination and make good use of props to support their role play. Children are allowed to initiate their own role play using their own ideas and experiences. Staff are not consistent in making effective use of learning opportunities and interaction to encourage children to fully explore new experiences using all 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**

- develop an informative system of gathering information on children's developmental progress which clearly shows children's achievements, ensure information is dated
- develop a system for sharing information on children's developmental progress with parents
- further develop staffs knowledge of the foundation stage and teaching methods to ensure good interaction between staff and children in order to improve children's learning opportunities.

*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.*