



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102819

DfES Number: 596755

### INSPECTION DETAILS

Inspection Date 16/06/2003  
Inspector Name Christine Powlesland

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Indian Queens Under Fives  
Setting Address The Recreation Ground, St. Francis Road  
Indian Queens  
St. Columb  
Cornwall  
TR9 6TP

### REGISTERED PROVIDER DETAILS

Name The Committee of Indian Queens Under Fives

### ORGANISATION DETAILS

Name Indian Queens Under Fives  
Address The Recreation Ground, St. Francis Road  
Indian Queens  
St. Columb  
Cornwall  
TR9 6TP

## 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

Indian Queens Under Fives opened in 1977 and moved to new premises on 10th July 2002. The group operates from a purpose built, self contained building which has a large playroom, office, store, kitchen and toilet areas. The play group serves the large village it is situated in and the surrounding area.

There are currently 24 children from 2 years to 5 years on roll. This includes six funded 3 year olds but no funded 4 year old children. Children attend for a variety of sessions. No child attending has special educational needs or has English as a second language.

The group opens five days a week during school term time. Sessions are from 9:15 to 11:45 a.m.

One full time member of staff and four part time staff work with the children. All have Early Years training and a volunteer helper is to attend a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Indian Queens Under Fives provides satisfactory care overall for children aged 2 to 5 years.

Children play happily with a wide range of suitable equipment within newly constructed, purpose built premises. All staff are qualified and attend further training to keep up to date with childcare issues. There is always a high ratio of adults to children on the premises.

Staff have an awareness of safety and undertake a yearly risk assessment to ensure they continue to monitor safety practices. They ensure the children are safe both when in the building and when on outings. The committee is closely involved in the running of the group and supports the staff.

Children have free choice of activities for a large part of the morning and are able to choose from all the equipment which is kept in storage units at their height for easy access. Staff plan activities for each day but do not always constructively plan to extend individual children's development and opportunities are sometimes missed to extend the children's knowledge through questions and conversation.

Staff promote good hygiene and provide healthy and nutritious snacks for the children. There is a lack of equipment showing differing lifestyles which staff are aware of and will build on in the future. Staff will ensure children's individual and diverse cultures are recognised and addressed in planning and practice. Good manners are encouraged by the staff who are to ensure that practice in behaviour management is consistent with the group policy and is followed by all adults.

There is a good partnership with parents and carers who speak positively of the group and know what is happening through the notice board and regular newsletters. A teddy bear and his suitcase are used as a link between the group and home.

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

At the last inspection the provider agreed to send a copy of Building Completion Certificate to the Regional Office. The certificate was available in the group and dated 13/11/2002. Clearance from the fire officer and from environmental health was also needed. The fire officer visited the group and sent his reply to Regional Office and the letter from the environmental health officer was seen dated 09/04/2003.

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

- Children have choices from an excellent range of equipment which is easily accessible to them as it is stored in open shelf units within their reach. The equipment is suitable for the ages of the children attending the group. (Standard 5)
- Staff and children work within new, purpose built premises which offer a welcoming and child friendly environment with posters and children's work displayed on the walls. (Standard 4)
- Staff have an awareness of safety and undertake a regular risk assessment. There is a high ratio of adults to children to ensure safety both in the building and when on visits. (Standard 6)
- Children are provided with healthy and nutritious snacks and staff are aware of the dietary needs for individual children. (Standard 8)
- Parents feel their children are well cared for and that staff welcome them. They know what is going on in the group through the notice board, letters home and a termly meeting to discuss their child's progress. (Standard 12)

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

- the planning of activities needs to be constructive in extending individual children's development (Standard 3)
- the extension of children's knowledge through staff using questions and conversation to encourage them to think (Standard 3)
- the increase of equipment showing differing lifestyles and staff recognition of children's individual cultures and the inclusion of these in the group planning. (Standard 9)
- the practice of behaviour management by all adults to ensure consistency with the group policy (Standard 11)

### 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
8	ensure snack time is a social occasion with staff sitting with the children to encourage conversation. ( standard 8 )
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice (Standard 9 )
9	ensure children's individual and diverse cultures are recognised and addressed in planning and practice (Standard 9 )
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development and ensure practise in behaviour management is consistent with the group policy and is followed by all adults (Standard 11 )
14	review policies and ensure they are specific to the group (Standard 14 )

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

### How effective is the nursery education?

The overall quality of the nursery education has significant weaknesses. Progress in physical and creative development is generally good, but progress in Personal, Social and Emotional, Communication, Language and Literacy, Mathematics, Knowledge and Understanding of the World has significant weaknesses.

The quality of teaching has significant weaknesses. Furniture and equipment is labelled to aid the children's letter and word recognition. There is an excellent range of resources. Although the majority of these are available throughout the session, staff do not make full use of them in order to extend children's language and knowledge in the different areas. The staffs' assessment of the children is not linked to planning and does not indicate what needs to be done next to move the children onto the next stage of learning.

The leadership and management of the setting has significant weaknesses. Staff appraisals have been introduced this year and it is too early to judge whether these are effective or not. Staff meetings are minuted but these are not used to evaluate practice. Staff do not always deal with situations of unacceptable behaviour in an appropriate way.

The setting's partnership with parents is generally good. Frequent newsletters are published informing parents of future events and topics to be covered. Staff ensure they are aware of what the children do at home and their likes and dislikes. Parents spoke positively about the setting.

### What is being done well?

- Children are provided with a very good range of resources and are able to correctly use home technology equipment for role play.
- Children are able to play well together, especially in the home corner, and engage in spontaneous imaginary play.
- Some children are aware of right from wrong.

### What needs to be improved?

- The use of everyday activities to extend children's language and knowledge and use of mathematical concepts.
- Planning effectively linked to assessments to progress children's learning..
- Planning to demonstrate resources to be used for the activities, what children will gain and how staff will be deployed.
- Staff meetings to be used to aid staff in their own evaluation of their practice.

- Opportunities for children to use problem solving techniques.

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

The nursery has made limited progress since the last inspection. Planning now addresses all early learning goals, but lacks consistency with assessments. Staff therefore cannot always identify the children's developmental needs. Although children's progress is now monitored through assessments and observation charts, their future learning needs are not always indicated. Consequently the children are not being moved onto the next stage of learning. The programme for creative development is satisfactory. However within the communication, language and literacy and mathematical programmes, staff do not take full advantage of snack time and small group activities to progress children in these areas. Parents are provided with limited information about the early learning goals through the Welcome Pack available to them.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's personal, social and emotional development has significant weaknesses. They play well together and independently. They are not fully aware of their boundaries as these have not always been explained to them by the staff. Some children participated in the post card activity but had limited involvement. They did not show any pride in their achievements. This was due to the activity being adult lead and the children not having the opportunity to show any spontaneity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

The programme for communication language and literacy has significant weaknesses. The children were able to recognise their own and each other's written name. Some children were showing boredom at story time and started talking amongst themselves. Staff missed opportunities to extend the children's language and knowledge around snack time.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematical development has significant weaknesses. One child was able to recognise a number independently. Staff missed opportunities to involve the children in mathematical language and concepts while in role play or water play. There were limited opportunities for problem solving. Evidence was available of the children using a rubber stamp to repeat a picture on the page, but no evidence of the opportunity to form independent patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's knowledge and understanding of the world has significant weaknesses. They have access to a good range of real life and toy technology and are able to use it correctly. Following a postcard activity they went out to post the card and are unaware of what happens to the card once put into the post box. Children were able to name different sea creatures but this knowledge was not extended.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The physical development programme is generally good. Planning and photographic evidence indicates the children have the opportunity to be involved in a variety of physical activities to promote gross motor skills. The children were able to respond to songs and rhymes with appropriate movement. Most children are aware of when to use sun cream. There is no structure to the children's indoor physical play and staff did not encourage or promote this area.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress towards creative development. They join in confidently with music and movement to known songs and rhymes. The children play spontaneously in role play, using equipment and explaining what they are doing with it. They were able to play together for a considerable length of time in this area without adult support.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staffs' knowledge of the Curriculum Guidance for the Foundation Stage and use this when planning the setting's programme.
- ensure planning is linked to assessment and shows what needs to be done next to move children onto the next stage of learning.
- ensure planning demonstrates the resources to be used, what children are expected to gain and how staff are to be deployed.
- increase opportunities for extending children's learning in everyday activities, particularly, Communication, Language and Literacy, Mathematics and Knowledge and Understanding of the World.

*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.*