



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 650121

DfES Number: 517764

### INSPECTION DETAILS

Inspection Date 20/10/2004  
Inspector Name Gillian Jefferson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Roxwell Pre-school  
Setting Address The Memorial Hall  
The street  
ROXWELL  
Essex  
CM1 4PE

### REGISTERED PROVIDER DETAILS

Name The Committee of Roxwell Pre-School 1022306

### ORGANISATION DETAILS

Name Roxwell Pre-School  
Address The Memorial Hall  
The Street  
Roxwell  
Essex  
CM1 4PE

## 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

Roxwell Pre-school opened in 1977. It operates from one main room and adjacent facilities in the village hall in the centre of the Roxwell. The pre-school serves the local and surrounding areas.

There are currently 29 children from 2 to 5 years on roll. This includes 7 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs.

The pre-school opens three days a week during school term times. Sessions are from 09:30 until 12:00 Tuesday to Thursday.

Six full time staff work with the children. Two staff have early years qualifications to NVQ level 3 and one has qualified teacher status. Two staff are soon to start training towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

### How good is the Day Care?

Roxwell Pre-School provides satisfactory care for children aged two to under five years.

The premises, both inside and outside, allows the children plenty of space to explore. The group is generally well organised and run, and all required documentation is in place. However, some contact details are not contained within the policies and procedures. A broad range of resources is available and used to provide stimulating and challenging activities. The group are making progress towards achieving their staff qualification action plan. Staff also regularly attend short courses and workshops to broaden their knowledge and expertise.

Children's safety is given high importance. Staff address safety issues swiftly and their effective implementation of most policies and procedures supports this. Staff are currently reviewing procedures for hand washing and nappy changing. The pre-school works closely with parents to gather necessary information about each child's specific needs. A healthy range of snacks is provided.

Children enjoy a range of stimulating opportunities that promote their development in all areas of learning. Children have high levels of confidence and independence, through access to resources, and activities. Staff ask questions to promote children's learning, often grouping children by ability to help them in doing this. Good behaviour is encouraged by all staff.

The group's partnership with parents and carers works well. They are given an induction to the group to introduce the activities and routines. Praise and support for the group has been received from parents/carers through completed questionnaires and discussion.

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

At the time of the last inspection the provider agreed to ensure the premises are secure throughout sessions; staff are correctly vetted before having unsupervised contact; there is a behaviour management statement and staff have had training; draw up an action plan for achieving staff qualification requirements; and organise the space and resources to meet the needs of the two and three year olds.

The front entrance is now kept locked at all times through sessions and the keys are stored accessibly for adults in emergencies. Arrival and collection times are also now monitored by staff.

All new staff and committee members complete the required forms and checks. Staff have no unsupervised contact with children until clearance is received.

A behaviour management statement is now in place and implemented well by staff. The member of staff with responsibility for behaviour management has also attended training as part of her NVQ level 3 course.

The group are making progress towards meeting the requirements for qualification levels through ongoing training programmes and recruitment of new staff.

The two to three year old children now have additional resources available to them. The second half of sessions is organised to group children by age/ability to help staff focus their learning appropriately.

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

- Staff manage children's safety carefully and use risk assessments procedures to support this.
- A range of healthy snacks is provided and children also have independent access to drinking water throughout each session.

- The staff team's promotion of equality of opportunity and inclusion, through an activity programme and their use of resources.
- The staff team's successful management of behaviour, through modelling along with regular praise and encouragement given to children.

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

- organisation of contact details for Ofsted and other relevant agencies
- organisation of equipment and resources to help staff implement appropriate hygiene procedures.

#### **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
7	Review health and hygiene procedures and organisation of resources to support staff in implementing procedures effectively. (This refers to hand washing and organisation of equipment for nappy changing)
14	Review organisation of required contact details for Ofsted and other named organisations to support the implementation of written policies and procedures. (This refers to the child protection, and lost and uncollected children 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 Roxwell Pre-School is of good quality. It enables children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. A broad range of activities is provided for the children. Staff use planned opportunities to promote learning effectively through questioning. Staff are however, less confident in using spontaneous situations and core provision to extend the children's learning. The children's independence and confidence are encouraged. The planning is progressing well and detailed daily plans help staff organise the setting ready for the children's arrival. Intended learning is clearly identified within planned activities. The children's developmental records are in place and observations are regularly made. However, information about the next steps for children to take is not clearly recorded. The children's behaviour is very good and supported well by staff.

Leadership and management is generally good. The group has clear goals and aims, which the staff team embrace. Progress to expand on the staff's qualifications is in place and they also regularly attend training to extend their skills. Systems are being set up to review and maintain the quality of care and education, even through staff and/or committee changes.

Partnership with parents and carers is generally good. Parents and carers have regular informal feedback opportunities. Plans to provide more formal feedback to parents have been drawn up, but not implemented. Parents and carers are able to see their children's developmental records if they want but are not actively involved in assessing their progress.

### What is being done well?

- The leadership and management of the group, who now have clear direction, plans and aims.
- The staff and management team's awareness of the group's strengths and weaknesses and in planning what needs to be done to achieve aims; such as implementing a training programme and handover procedures to provide continuity during committee changes.
- The children's high levels of confidence and interest in learning.
- Staff encourage and support children to persist at activities and to set their own challenges to build on their existing skills.
- Children enjoy using their imagination within role play activities, and acting out stories of their own making.
- The parents and carers find staff friendly and approachable.

**What needs to be improved?**

- opportunities for children to develop their mathematical skills in problem solving
- involvement of parents/carers in assessing their children's development
- implementation of plans to improve methods of feedback to parents/carers
- use of everyday core activities to support and progress children's learning in a meaningful way across all areas of learning.

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

Roxwell Pre-School has made generally good progress since the last inspection of its nursery education provision.

Children have daily opportunities to make choices about their play equipment and activities and question staff and each other about why things are happening. However, there are few opportunities for them to use the mathematical skills and understanding to solve problems within their everyday experiences.

Additional resources have been obtained to expand the programme for knowledge and understanding of the world. Children can make their own discoveries of how things work and investigate independently. Opportunities to explore technology have also been increased and the group now have access to a computer.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enthusiastic learners. They make good friendships with each other and with staff. Children show pride in their achievements and share them with their friends. They learn to become increasingly independent. Children respect each other and show care and concern. Four-year olds children often help the youngest ones. Children rarely need adult support to resolve problems. They are very well behaved.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn to use writing for a purpose in their role play with support from staff. They have regular one to one activities with staff to develop their writing skills. They learn to form letters correctly, building on the good hand-eye coordination skills achieved through the many opportunities provided. Children enjoy stories but are often not settled for group story time. They are confident communicators and use language freely to express their ideas.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers freely for counting and as labels within their own play. Children count with increasing accuracy with many four-year-olds counting above ten correctly. Some however, now require more challenge to move to the next steps. They recognise many 2D shapes. Children learn basic addition and taking away from staff modelling. Children are involved in a programme that covers most aspects of mathematical development, but problem solving remains less well covered.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children work with a variety of craft and construction materials during sessions. They develop good designing and making skills. Children are developing a sense of place and enjoy using the outdoor area and going on the library bus. Children keenly explore and investigate materials and equipment through planned and spontaneous activities. However, core activities are not always used to progress children's learning further. They have access to a computer.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are involved in a wide range of daily activities that promote their physical development. They develop very good hand-eye coordination skills. They move with control on their own and using equipment. Children move freely demonstrating a good sense of space for themselves and those around them. However, plans to develop the children towards taking the next steps are not fully in place. Children are aware of healthy food and personal hygiene procedures.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are creative and imaginative in their free artwork and role play. They enjoy acting out stories for their play and work together in groups to act out their ideas with staff. Children confidently share their feelings and ideas in speech, movement and music. Children enjoy singing a number of familiar songs and rhymes. They have regular opportunities to play instruments and often spontaneously tap out rhythms in time with songs.

**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 opportunities for children to use their mathematical skills and learning in to solve problems
- implement plans to increase the information available to parents/carers about their children's progress and investigate ways to extend their involvement in assessing children's development
- review the use of core activities to expand children's learning in a relevant way across the areas of learning to maintain their stimulation and involvement.

*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.*