



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 219170

DfES Number: 594208

### INSPECTION DETAILS

Inspection Date 25/11/2004  
Inspector Name Paula Durrant

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Carlton pre-school  
Setting Address Carlton Village Hall  
The Moor  
Carlton  
Bedfordshire  
MK43 7LP

### REGISTERED PROVIDER DETAILS

Name The Committee of Carlton Pre-School 1037229

### ORGANISATION DETAILS

Name Carlton Pre-School  
Address Carlton Village Hall  
The Moor  
Carlton  
Bedfordshire  
MK43 7LP

## 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

Carlton Pre- School has been in existence for over twenty years, due to failing numbers it was re-established in September 1999 with a new staff team. The pre-school is situated within the Lower School / Village Hall building, occupying a room which is used by other village groups. It is in the voluntary sector and serves the village of Carlton approximately ten miles from Bedford.

A maximum of twelve children attend the pre-school at any one time. The pre-school is open Monday to Friday between the hours of 09:30 until 11:30, term time only.

There are currently eighteen children from two to five years on roll. Eleven of these receive funding for nursery education. There are systems in place to support children with special needs, and children who speak English as an additional language, although there are presently no children currently in attendance with these needs.

Three staff work at the pre-school. Two of the staff have early years qualifications to level three. The group receive support from an early years advisory teacher through the Early Years Childcare Development Partnership.

### How good is the Day Care?

Carlton Pre-school provides good quality care overall.

The group is exceptionally well managed. Competent and confident staff ensure the quality of interaction and hands on practice remains the primary focus. Concise and practical written procedures underpin the smooth operation of the setting. The group are extremely progressive in their practice. Ongoing review of written procedures remains a high priority. Staff are working to improve children's individual assessments records and recognise the need to maintain accurate policies that comply with the National Standards requirements. Conscientious staff are evaluative in their working roles, making changes to benefit the care of the children.

Staff effectively monitor the environment and activities offered. Risk assessments are undertaken and records maintained. Staff support children in developing an awareness of individual self care needs. Children learn about washing their hands. When questioned by staff, they know they must wash the germs off, prior to undertaking a cooking or eating activity. The group have a diet policy and children are encouraged to learn about healthy eating within the dietary programme. The group promote an inclusive ethos. Staff are very highly skilled in supporting children with additional needs and adapt activities accordingly in order to ensure equal access.

The quality of the early years education programme is exceptionally well balanced. Children access a diverse range of practical activities that are effectively presented and are well supported in their play. Children are firmly nurtured within a highly stimulating environment. Children are happy, confident learners. Behaviour is outstanding.

Staff have good relationships with parents, encouraging them to discuss any issues as they arise. Parents are given clear information about the setting and kept up to date through discussions with staff, regular newsletters and good use of notice boards.

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

At the last inspection the group were required to produce a procedure should a child become unwell whilst in attendance at the pre-school and amend their complaints policy to include the role of the regulatory body. These are now in place.

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

- The staff team work exceptionally well together. Mature and experienced staff are skilled at maintaining an effective daily routine that runs smoothly and allows children excellent opportunities to learn through play.
- The care of the children is the group's primary focus. A well-planned range of activities are thoughtfully presented. Staff purposefully engage in the children's play and are able to unobtrusively question and extend learning in a very informal and natural manner. Interaction is exemplary.
- The environment is well organised. Care and thought is taken to ensure children are able to gain the most from their play. Staff skilfully rotate resources and wherever possible implement systems for self choice. For example the games table where children select a game of their choice and the mark making basket which provides a book for every child and writing tools for them to access as and when they like.
- Inclusive practice is commendable. Children learn at a very young age the importance of diversity and treating everyone with equal respect. The group welcome all children and adapt activities and the environment accordingly to meet the needs of the children in attendance.
- Children are exceptionally well behaved. They are helpful and caring towards

peers as they work together co-operatively taking turns. For example the two children waiting for a turn on the trampoline. The child knew that it was one at a time and patiently stood by the side until their friend had completed their jumps.

- Parents gain substantial information through a varied range of systems. Staff are welcoming and make themselves accessible to parents and carers on a daily basis. Regular newsletters and formal consultation evenings ensure parents have good opportunities to find out about and discuss their child's progress.

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

- the continued development of written procedures.

#### **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.)**

There are no complaints to report.

#### **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
14	Continue to review documentation to ensure written procedures comply with the National Standards.

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

### How effective is the nursery education?

Carlton Pre-school provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, communication, language and literacy and creative development is particularly well planned and they make very good progress in these areas.

Teaching is generally good. The staff have a thorough knowledge of how children learn. They achieve worthwhile standards of interaction asking questions to make children think and responding sensitively to their individual needs. Staff appropriately plan a wide range of interesting and stimulating play based activities enabling satisfactory challenges for all children, however limited emphasis towards calculation, information and communication technology and health and bodily awareness inhibits children in accessing a full curriculum. Children are well behaved and respond positively to the expectations of adults. There are sufficient resources that are thoughtfully presented. Children are keen to learn and play is productive. Appropriate systems to monitor developmental achievements are in place, however this area of practice is currently under review and assessments records are yet to be used effectively to inform the planning programme.

Leadership and management are generally good. The staff work well as a cohesive unit under the direction of the play leader. Staff meet together regularly to discuss current issues. There are clear roles and responsibilities. Staff are supportive of colleagues and promote a flexible approach to their work. The group are open and receptive to guidance and support from external practitioners.

The partnership with parents is very good. Parents are welcomed into the group and are involved with the activities and routines. They are kept regularly informed about the group's topics, current events, literature explaining the curriculum and their child's progress.

### What is being done well?

- Children enjoy attending the pre-school and have exceptional relationships with the adults and peers in the group. Children engage staff openly in their play. This was evident from the observations made and the lovely extension of language for thinking in the ice cream parlour, where children took turns in purchasing an ice cream or lolly and the discussion that arose about favourite flavours and the ice cream being frozen liquid.
- The programme and balance of creative development within the educational programme is outstanding. Children access a wide range of media and materials and creations made by the children are personal and individual to each child's own design. Creative work effectively reinforces learning in other

areas. For example the Olympic torches and medals made by the children during the Athens Olympics which was suitably linked to the physical development programme where children undertook their own games and awards ceremonies.

- The group promotes a clear open door policy for parents. Every possible opportunity is given to empowering effective communication systems within this setting. Staff welcome children and carers on arrival and also make themselves accessible at the end of each session. Regular newsletters, and supplementary consultation evenings provide regular opportunities for parents to discuss and to observe their child's progress.

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

- the balance of the curriculum to ensure full coverage of all areas of learning
- the assessments systems to ensure a full planning cycle is in place.

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

Generally good progress has been made since the last inspection. Planning systems have been revised and now clearly show the area of learning that is being promoted. Further development of the physical programme and the purchasing of new resources ensures children have good opportunities for climbing and balancing. The assessments profiles remain a work in progress. Staff have revised and continue to progress this area of their practice. Clear and concise and manageable mechanisms are in place, however the next step is to ensure individual assessments records are effectively implemented and used purposefully to enable a full planning cycle.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are highly motivated. They become absorbed in their chosen task and show excellent levels of concentration. They listen attentively and contribute to discussions. They form meaningful relationships and demonstrate consideration towards others. Play is co-operative and children have a firm understanding of negotiating rules. They are competent in meeting their health care needs and show perseverance in their activities. Children are beginning to develop a sense of community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, talk and negotiate clearly with others and demonstrate a sensitive awareness of the listener. They enjoy sharing their views and ideas and use speech skilfully to explore real and imagined experiences. There are plentiful opportunities to handle books and to develop language for thinking. Children are suitably introduced to phonics. They are secure in writing their names independently and can select their name card correctly without hesitation.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and count number consistently. They talk about the date of the month and count up to and beyond ten, they recognise the number '30' for the board and know that this number is made up of a 3 and an 0. Children are introduced to practical problem solving activities, however insufficient emphasis is given to the frequency of calculation within the planning programme. Children are confident in the use of mathematical language and name shapes, colour, size and quantity accurately.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of their environment as they take walks in the school grounds and observe changes to the structure of water when frozen. They are proficient at building models but have limited access to programmable toys. Children develop a strong sense of time and place as they talk about special events in their lives birthdays and Christmas. They are effectively introduced to a range of different cultures through well planned topics.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are very capable of using a range of different equipment to develop their physical skills. They show strong hand and eye co-ordination when throwing and catching balls outside. Children move confidently and with care as they climb the steps and slide down the slide inside. They recognise their own bodily needs as they gain a drink when thirsty, however limited emphasis to changes to the body when active as a learning experience impacts on children's full understanding and awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make outstanding progress. Opportunities for children to enjoy creative movement activities are given good priority. The group employ a peripatetic music teacher who visits the setting once a week. Children use their imagination and express their ideas through art, stories and a well planned range of activities. Creative work effectively reinforces learning in other areas and children are given balanced opportunities for free expression and individuality.

**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**

- Ensure that planning is balanced across the six areas of learning and that the full curriculum is reflected within the short term plans giving recognition to everyday learning opportunities within the daily routine.
- Continue to develop your assessment systems in order to maintain clear and accurate records of achievement for individual children and that this information is used to inform planning.

*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.*