



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY236469

DfES Number: 542322

### INSPECTION DETAILS

Inspection Date 15/02/2005  
Inspector Name Amanda Jane Gray

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name One Step Ahead  
Setting Address Nevendon Playcentre  
Nevendon Road  
Wickford  
Essex  
SS12 0NL

### REGISTERED PROVIDER DETAILS

Name Mrs Anne Badham and Mrs Donna Jane Doyle

### ORGANISATION DETAILS

Name One Step Ahead  
Address Nevendon Playcentre  
Nevendon Road  
Wickford  
Essex  
SS12 0NL

## 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

One Step Ahead Pre School opened in 2004. It operates from two rooms in a play centre near to the main shopping area of Wickford. A maximum of 34 children may attend the Pre School at any one time. The Pre School is open each weekday 09:00 to 11:30 and 12:10 to 14:40 during school term times.

There are currently 87 children aged from 2 to under 5 years on roll. Of these 66 receive funding for nursery education. Children come from the local and wider area. The Pre School currently supports a number of children with special educational needs, and also those who speak English as an additional language.

The setting employs twelve members of staff. Four of the staff including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

One Step Ahead Pre-School provides satisfactory care for children.

Staff are well deployed within the setting and ensure children are given adequate support and care. Procedures to deputise are effective and some staff are currently on training to meet the requirement of 50% of the staff team being qualified to a level 2 or 3. The premises are welcoming to children and parents and full use is made of the available play space. Play equipment is stimulating and offers children with sufficient challenge. Records are accessible and confidential, however not all policies and procedures are in place.

staff are deployed effectively and are vigilant about children's safety at all times. The premises are secure and staff ensure the safe arrival and collection of children. There is a comprehensive sick child policy in place. However, hand washing practices for children require revision to ensure the risk of cross infection is minimised. Staff have a good awareness of children's dietary requirements and children can access drinking water at all times. Staff have a working knowledge of

child protection issues and are supported by a comprehensive policy and procedure.

Children are effectively supported in their play and development. Staff are interested in what children do and say, and they talk and listen to them. They ask questions to make them think and respond well to children's interests, treating children with care and respect. The pre-school has a written statement about special needs, but it is not yet consistent with current legislation and guidance. Good behaviour is valued and encouraged by staff, fostering children's self esteem. Strategies for dealing with behaviour are appropriate to children's ages and stages of development.

The group are successfully working in partnership with parents. A warm and welcoming environment is provided for parents in which to discuss their child's care and development.

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

N/A

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

- There is a good rapport between staff and children resulting in a calm, relaxed and fun environment, in which children can play and learn.
- Children are involved in a range of activities which support their language, mathematical thinking and creativity.
- Staff value good behaviour and use lots of praise and encouragement with the children which promotes their welfare and development.

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

- the policies and procedures for uncollected children, medication, special educational needs and the settling in of new children
- hygiene practises regarding hand washing.

#### **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?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
2	Devise and implement an uncollected child policy and procedure.	07/03/2005

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Devise and implement a settling in procedure for new children.
7	Obtain written permission from parents before administering medication to children.
7	Ensure good hygiene practices are in place regarding hand washing.
10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.

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

### How effective is the nursery education?

The provision for nursery education at One Step Ahead Pre-School is good. It enables children to make generally good progress in all areas of learning.

Teaching is generally good. Staff provide interesting and appropriate activities to help children learn. Children behave well in response to the high expectations and sensitive support of staff. Staff interact well during children's play, explaining and questioning children to further their learning. Good resources are provided, which children can easily access. Staff have a good knowledge and understanding of the Foundation Stage curriculum, however a clear learning objective is not always identified and activities are not evaluated. Children's development is assessed, however, observations are not used to formulate future planning.

Leadership and management is generally good. Staff work well as a team and the managers are committed to providing opportunities for staff development. The managers and staff are committed to the improvement of care and education for all children. There is no formal process currently in place to monitor the quality of the nursery education provided.

Partnership with parents is generally good. Staff provide a welcoming environment in which parents are able to discuss their child's development. Parents have many positive comments about the care and education that their children receive at the setting. Some information is given to parents regarding the early learning goals and what children will be taught, however the setting is looking to improve the ways in which this information is shared. Parents are not currently encouraged to become actively involved in their child's learning.

### What is being done well?

- Children are interested, excited and motivated to learn. They are confident and curious. They communicate well with staff and each other, often initiating conversation. They are motivated to explore the range of resources and activities provided.
- Children are forming positive relationships with staff and peers. They are learning to co-operate and work together well, eg, when they are sharing resources.

### What needs to be improved?

- the system of planning for the Foundation Stage curriculum and the use of children's assessments
- the monitoring and evaluation of the effectiveness of the nursery education

provided

- parents involvement in their child's learning.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are showing curiosity and have a strong exploratory impulse. They are confident to move around the room and seek out others to share experiences. Children are demonstrating a sense of pride in their achievements and many children are learning the concept of sharing. Children's behaviour is good and they are learning to be polite and considerate to others. Most children are developing good personal independence. Children are forming positive relationships with staff and peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well to simple instructions and stories with increasing attention and recall. Some older children have emerging self confidence to express their wants and interests. Children do not often link sounds and letters but will draw and paint, ascribing meaning to their marks. They have good hand-eye coordination and manipulate objects with increasing control. Children are beginning to show preference for their right/ left hand.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are showing an interest in numbers and counting and will use comparative and positional language in games and activities. Older children can confidently count up to 10 and will recognise these numerals. There are fewer opportunities provided for children to experience measuring or calculation. Older children are able to talk about and recognise simple patterns and will play with shapes and arrangements, especially within computer programmes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about what they see around them. They investigate construction materials and will join the pieces together to build and balance. Children are showing an interest in the computer and use it well. Children are encouraged to develop an awareness of the cultures and beliefs of themselves and others. However, opportunities to find out about and identify features in the natural world are limited. They are inquisitive and ask questions about how things work and why they happen.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move spontaneously within the space available. They move in a range of ways and adjust speed to change direction to avoid obstacles. Children can manipulate small objects with control, eg. in threading activities. They show respect for their own and other's personal space and will move their position to carry out tasks. They can use a range of small and large equipment. They enjoy exploring malleable materials by patting, stroking, squeezing, pinching and twisting them.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use colours well and can easily identify primary colours. They enjoy using their imagination and express themselves well using musical instruments. There are many opportunities for children to explore sound and rhythm patterns. Children join in with singing and can sing simple songs from memory. They respond to comments and questions and some will enter into a dialogue about their creations. Children participate well in role play.

**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 the planning of the curriculum to ensure that all six areas of learning are covered on a regular basis and that clear learning intentions are identified. Ensure that activities are evaluated and differentiation is included, and that children's assessments are used to help formulate future planning
- introduce a system for monitoring the effectiveness of the nursery education provided
- encourage parents to become involved with their child's learning and extend children's learning opportunities at home.

*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.*