



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 259672

DfES Number: 515073

### INSPECTION DETAILS

Inspection Date 22/03/2004  
Inspector Name Susan Tuffnell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Mother Goose Pre School, Wimpole  
Setting Address Wimpole Village Hall  
Cambridge Road, Wimpole  
Royston  
Herts  
SG8 5QB

### REGISTERED PROVIDER DETAILS

Name The Committee of Mothergoose Pre-School 803089

### ORGANISATION DETAILS

Name Mothergoose Pre-School  
Address Wimpole Village Hall  
Cambridge Road, Wimpole  
Royston  
Hertfordshire  
SG8 5QB

## 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

Mother Goose Pre-School operates from the village hall in the village of Wimpole, near Royston, Hertfordshire. The group is managed by a voluntary committee.

There are currently 29 children from 2.5 years to 5 years on roll. This includes 15 funded children. Children attend for a variety of sessions. There are currently no children attending with special educational needs and none who speak English as an additional language.

The pre-school opens every day during term-time. Morning sessions are from 09:15 to 12:00 midday. Afternoon sessions from 12:30 to 15:00 are introduced throughout the year to meet increased demand.

Five staff work with the children.

The group is part of the Cambridgeshire Early Years Care and Education Partnership and is affiliated to the PLA.

### How good is the Day Care?

Mother Goose Pre-school provides good care for children.

They provide a bright and stimulating environment which is warm and welcoming for parents and children.

The operational plan is working well.

Risk assessments are conducted and reviewed regularly. However, ivy plants in the children's play area need attention.

There are effective policies and procedures in place for managing access to the premises, visits and outings and emergency evacuation.

Staff are well informed of good hygiene practise. This is incorporated in everyday planning with clear guidelines regarding the administration of medication.

Children learn about personal hygiene through daily routines and staff are proactive in the development of children's independence.

Staff are aware of the special dietary requirements of children and the policy is implemented with care and attention.

Staff promote equality of opportunity, plan relevant and interesting activities and present as good role models for children. The welfare and protection of children is handled sensitively.

There is a good range of positive images displayed that reflect diversity but most of the multicultural posters and information were displayed higher than child height.

There is excellent child to staff interaction. Children are motivated, busy, well behaved and display self discipline.

There are sufficient toys and equipment and an appropriate and balanced range of materials but the variety of books should be increased.

Staff are effective in observing and recording children's progress appropriately. They work in partnership with parents which has a positive impact on children's development and learning, however some parents have commented they would like more general daily feedback.

Records, policies and procedures have a positive impact on the efficient and safe management of the playgroup.

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

At the last inspection the group agreed to obtain written permission from parents for emergency advice and treatment for their children, ensure that child protection procedures comply with the ACPC guidelines and ensure that hand washing arrangements take account of the safety, cleanliness and reduce the risk of infection.

Permission forms for emergency treatment are fully updated.

The child protection policy is updated to comply with the ACPC and also includes a policy on allegations made against staff.

The group are unable to update the system with a thermostat as the boiler is too old and not pressurised. Hand washing is always supervised at the sink and water changed every 3 children.

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

- The operational plan is working well. Good use is made of space, resources and the deployment of staff. Staff work effectively together, the manager and deputy have a good supportive relationship.
- There is excellent child to staff interaction, lots of praise and encouragement is given to children. Staff are patient and respond to children's questions, encouraging conversation and language development, for example children discussing the weather used a good variety of imaginative words.
- Children listened attentively to a recorded tape (We Are Going On A Bear Hunt) and interpreted the instructions well, finding space and joining in with the music and movement.
- Activity planning provides challenge and encourages investigation by the children.
- Good concentration skills were displayed by a 3 year old child attempting to make patterns with coloured pegs.

#### What needs to be improved?

- Qualification of person in charge.
- Hazardous plants that are accessible to children.

#### 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
1	Ensure that the person in charge has at least a level 3 qualification appropriate to the post
6	Ensure that hazardous plants are made inaccessible to children

## 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 Mother Goose Pre-School is good. It enables children to make generally good progress in knowledge and understanding of the world, and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound understanding of the foundation stage. They attend relevant training, which supports their knowledge and development. There is a good range of equipment and planned, exciting topics which help children progress within the early learning goals. Effective staff deployment and positive role models provide children with a supportive and stimulating environment. However, staff must ensure that resources are suitable to support children's learning.

Planning and assessment is detailed and informative and shows how children's development and progress will be recorded. Certain activities are monitored using activity sheets to evaluate how the activity was delivered, and what the children learnt. However, planning and assessment procedures should be reviewed regularly, to ensure children's progress through the stepping stones is effectively recorded.

Leadership and management is generally good. The committee plays an active role in the group and work closely with the dedicated leader and committed staff team. The group uses staff meetings for planning and recording children's progress.

The partnership with parents and careers is very good. Parents are given opportunities to talk formally or informally with the staff. The home link book provides information that can be shared with the whole group. Some children are very keen to share their news.

### What is being done well?

- Children's personal, social and emotional development is well fostered. This enables the children to feel settled, happy, secure and confident in the group. Children are learning to share and play co-operatively.
- Children are confident speakers and listeners, they use language to express themselves and interact with other children and adults. Staff encourage the children's language skills well by asking open-ended questions and giving children time to discuss events, such as a child talking about a holiday.
- There is a good selection of mathematical resources which are used on a daily basis.
- Staff use mathematical language with the children to explain how things work, as well as asking questions of the children such as "how many?", "what

shape is this?".

- Physical play is well planned and ensures there is a variety of activities to develop specific skills, such as throwing, catching, and balancing. Children are given opportunities to express themselves in free play, and are able to choose from a variety of outdoor resources.
- Children move imaginatively both indoors and out. They have a good awareness of space and others around them. They demonstrate control and co-ordination when playing physical games or in their movement sessions.
- Children have access to a wide range of media and materials that are well planned and freely accessible, therefore supporting imaginative creativity.

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

- Reviewing of planning and assessment, to show the effectiveness on the children's learning.
- Expand children's knowledge and understanding in the area of technology.
- Resources and equipment suitable to support children in their activities, for example a broken balancing beam.

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

Mother Goose Pre-school has made good progress since the last inspection. Planning has been developed and now clearly outlines the aims for children's learning within its short, medium and long-term plans. A key worker system is now in place and assessment files are used to record children's progress and development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently access their environment on arrival to the pre-school. They concentrate and sit quietly during morning registration. Children are keen to offer their own suggestions as to what the letter of the week is. They have formed secure relationships with staff, they are happy to approach them for support and assistance and reassurance. Children are learning to share and take turns when playing with equipment out in the garden such as the bikes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to participate within discussions around the letter of the week and the weekly topic. They can suggest words beginning with the letter "J". Children are confident to talk about their own experiences, one child talked about a train ride whilst on holiday. There is ample opportunities for children to observe words as these are displayed against objects and the topic display, within the pre-school.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can confidently count to 13 and some can go beyond. The children have various opportunities, to use some form of mathematical resources within the everyday activities, such as pouring and measuring in the water play, talking about shapes and books that have numbers such as "Ten in a Bed". Staff effectively extend children's learning through the use of mathematical language and questioning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given time to talk about past experiences such as a holiday. The pre-school have trips out and visits from people from various walks of life, such as an Indian lady who came in at Diwali. They also talk about remembering people and covered the Festival of Remembrance, when the children made poppy pictures. Although some elements of technology are included attention should be given to expanding children's knowledge of how things work.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's large motor skills are well developed; they run, jump, balance and ride bikes. Musical movement such as acting out the "bear hunt" from a tape recording is incorporated within the daily planning. Fine motor skills are developed through painting, gluing and the use of pencils, crayons and scissors. Children move with confidence and dexterity both inside and outside of the pre-school.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to explore texture, colour and techniques, when engaged in creative projects, such as making Easter pictures and having rice in the play dough. One child was cutting the play dough and said it was rain. Children are able to expand their imagination through a variety of role-play situations i.e. home corner, doctor's surgery. Children have opportunities to use musical instruments. Music is also used to signal clearing up time and in musical movement activities.

**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 there is an effective reviewing process of planning and assessment, to monitor and record children's progress in the early learning goals.
- Improve opportunities for children to explore the area of technology, particularly in how things operate.
- Provide equipment and resources that are suitable for use to support children's learning.

*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.*