



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220162

DfES Number: 547014

### INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Andrea Ewer

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Queen Eleanor Pre-School
Setting Address	Queen Eleanor Road Northampton Northamptonshire NN4 8NN

### REGISTERED PROVIDER DETAILS

Name	Mrs Sharon Collins
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## 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

Queen Eleanor Pre School has been registered since 2001, and operates from Queen Eleanor Lower School in Northampton. The Pre School caters for children from the local community.

The Pre School is registered to provide care for 20 children aged two to five years old. Children attend for various sessions, which run between 09:15 until 11:45 and 12:30 until 15:00 from Monday to Friday.

There are currently 42 children on roll, including 29 three year olds and 13 four year olds who are in receipt of nursery education funding. Staff are able to support children who have English as an additional language and children who have special needs.

Of the five members of staff, three hold an appropriate childcare qualification and one is on a training programme.

The pre-school maintains close links with the Northamptonshire EYDCP advisory team, and is a member of the Pre School Learning Alliance.

### How good is the Day Care?

Queen Eleanor Pre-School provides satisfactory care to children. The pre-school has a well written operational plan that staff understand and implement consistently. Regular daily routines help children feel secure. Overall, records are well kept and promote children's welfare.

Good standards of hygiene are maintained throughout the pre school and children learn about personal hygiene through daily routines. Generally staff take active steps to ensure children's safety particularly in the nature garden and when children arrive and are being collected. However, there is not always a member of staff on the premises with a current first aid certificate.

Children have access to a wide range of resources and activities, that they use

confidently. Resources are organised so that they are readily accessible to children, and generally, staff are deployed effectively to support children's learning. However, staff do not always support children to develop new skills. Overall, children who have special needs and children who have English as an additional language are well catered for. Positive methods are used to help children learn right from wrong and as a result they are well behaved.

Pre-School staff develop effective relationships with parents. Various methods are used to keep them informed about their children and the care being provided, and parents are encouraged to share their skills and take part in pre school life.

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

At the last inspection pre-school staff agreed to obtain written consent for emergency medical treatment/advice and to administer medicine. They also agreed to carry out a risk assessment with an action plan of how they will minimise any identified risks, and develop a behaviour management and child protection policy.

Written consent is now in place to seek emergency medical treatment/advice and prior to administering medicine for all children, which promotes their good health. A risk assessment has been carried out and all identified risks minimised. A child protection statement which takes account of the Area Child Protection Committee guidelines is now in place. This ensures a safer environment for children. A behaviour management procedure is in place that staff understand and apply consistently. As a result children understand what is expected of them and behave well.

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

- The operational plan is effective. Staff work well as a team, and are deployed to provide a wide range of activities, and ensure children are safe.
- The pre-school promotes equal opportunities very well. Staff get to know children well, and take active steps to ensure their individual needs are met, in particular children who have English as an additional language.
- Pre School staff work well in partnership with parents to ensure children's welfare is promoted. Staff encourage regular sharing of information, and parents are welcomed into the setting and encouraged to share their skills.

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

- the staff's understanding of effective ways to help children learn new skills, taking into account their age and stage of development,
- organisation of staff, to ensure there is at least one member of staff who holds a first aid qualification, on the premises at all times.

<b>Outcome of the inspection</b>
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Satisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.

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

### How effective is the nursery education?

Queen Eleanor Pre School offers a welcoming environment where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Most staff have a good knowledge of the foundation stage however some are less secure, resulting in inconsistencies in teaching methods and insufficient challenge for older, more able children. Planning is generally effective, however the plans do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Observations and assessments are made of the children's progress however they are not used effectively by all staff to monitor children's progress against the stepping stones and early learning goals or used to move children onto the next stage in their learning. Staff have positive relationships with the children. They give reassurance, encouragement and appropriate praise. This promotes children's confidence and self esteem. Behaviour is generally good. Staff have the knowledge to support children with special needs and children who speak English as a second language. Good use is made of the indoor space and the outdoor environment is used to promote children's physical skills and to develop their understanding of the natural world.

Leadership and management is generally good. Staff are clear about their roles and responsibilities and work together as a team. They attend regular training to extend their knowledge and to develop their skills. Systems have been developed to monitor and evaluate the setting.

The partnership with parents is generally good. Parents receive information about the curriculum and are able to read the policies and procedures. They are encouraged to be involved in the group and are given information about the variety of activities which are provided to promote the early learning goals.

### What is being done well?

- Children are forming good friendships with their peers. They are happy and relate well to staff who offer reassurance, praise and encouragement. This promotes children's confidence and self esteem.
- Children are developing their speaking skills, with older children using language effectively to communicate. They confidently initiate a conversation, share their news and describe what they are doing.
- Children engage in a range of activities which develop their hand to eye coordination. They are developing their skills in the use of mark making as they write in the travel agents and draw treasure maps. They handle tools, explore malleable materials, use small world resources and make models using small and large construction materials.

- Good use is made of the outdoor area. Children have sufficient space to develop their gross motor skills, they run, jump in the sacks and balance on the wooden logs. The nature garden is used to develop children's knowledge of the natural world. They learn about life cycles, observe mini beasts and watch the flowers grow.

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

- strategies to maintain children's attention during group time
- opportunities for children to develop their understanding of calculation during spontaneous activities
- teaching methods, to ensure better involvement levels in the activities provided and to ensure that sufficient challenge is provided for older, more able children
- the plans, to include sufficient detail to enable staff to make the best use of the activities to promote the learning of all children
- the assessment records, to ensure that staff monitor children's progress against the stepping stones and early learning goals and that information gained from the assessments is used to help children move onto the next stage in their learning.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in the activities provided. However their attention during large group activities is not always sustained. Children are forming good relationships with the staff and their peers. They seek out others to share experiences and have opportunities to work independently. Behaviour is generally good, children learn to share and take turns. Children are developing their self care skills, they select resources and show an interest in the local community and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. Older children initiate conversations, share their news and describe what they are doing. Children link letters to sounds with older children distinguishing one sound from another. They are beginning to understand that written words convey messages. Children have opportunities to write for a purpose, they draw, paint and make marks as they take part in role play in the travel agents. Older children write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in numbers and counting. They count accurately to 10 and beyond with older children recognising some written numbers. However their understanding of calculation is less secure and is insufficiently reinforced during spontaneous activities. Children are beginning to understand the properties of different shapes as they work with construction resources and puzzles. They use language to compare the size of the sea shells and explore capacity during water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children engage in a range of topics to help them learn about the wider world. They visit the nature garden to observe mini beasts, watch tadpoles develop and grow flowers. Children have opportunities to look at similarities, differences and change as they learn the life cycle of the caterpillar and observe changes in the weather and environment. The computer is used effectively to extend children's learning. Children talk about past events and are beginning to learn about other cultures.

## **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move with increasing control and coordination, participating in a range of activities to develop skills such as running, jumping and balancing. They have a growing awareness of the space around them and the close proximity of others. Children are learning to recognise the importance of keeping healthy and older children are beginning to observe the effects of activity on their bodies. Children handle tools, construction resources and malleable materials with increasing control.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have opportunities to explore different media and materials. They paint, chalk, draw, and make models using recycled materials, and mice out of bread dough. Children sing and show an interest in the way musical instruments sound they bang the drums, shake the tambourines and explore how sound can be changed on the xylophone. They use their imaginations, exploring their ideas through role play scenarios, small world resources and when building using construction resources.

**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**

- continue to develop teaching methods, to include better involvement levels in the activities provided and to ensure that sufficient challenge is provided for older, more able children
- continue to develop the plans, to include sufficient detail to enable staff to make the best use of the activities to promote the learning of all children
- continue to develop the assessment records, to ensure that staff monitor children's progress against the stepping stones and early learning goals and that the information gained from the assessments is used to help children move onto the next stage in their 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.*