



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402107

DfES Number: 514629

### INSPECTION DETAILS

Inspection Date 08/12/2004  
Inspector Name Susan Elizabeth Warren

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Tadpoles Pre School  
Setting Address Marks Tey Parish Hall  
London Road, Marks Tey  
Colchester  
Essex  
CO6 1EH

### REGISTERED PROVIDER DETAILS

Name The Committee of Tadpoles Pre-School 1062864

### ORGANISATION DETAILS

Name Tadpoles Pre-School  
Address Marks Tey Parish Hall  
Old London Road, Marks Tey  
Colchester  
Essex  
CO6 1EH

## 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

Tadpoles Pre School opened in 1997 and operates from a parish hall in Marks Tey, near Colchester, Essex. A maximum of 48 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 with an optional lunch club from 12:00 to 12:30. The Monday session for rising fives is from 09:30 to 12:45. The group use the adjacent playing field and fixed play equipment for outside play and physical development.

There are currently 65 children aged from 2 to under 5 years on roll. Of these 51 children receive funding for nursery education. Children come from the local area and surrounding villages. The pre-school currently supports children with special educational needs, and those who speak English as an additional language.

The pre-school employs 13 staff . All of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

Tadpoles Pre school provides good care for children.

All aspects of the group are well organised. The two rooms are well used to provide a variety of activities for children; they are able to choose from the range of equipment and play opportunities selected by staff each session. Supporting documentation and paperwork is in place; the operational plan is being developed.

The children are safe and well cared for. Staff conduct risk assessments for outings and take appropriate precautions. Currently there is no procedure in place for a daily risk assessment of the premises, although, staff agreed to devise and implement this. A healthy snack is served each day and special diets catered for. Children with special needs are supported and other professional help sought where needed. Staff are aware of their responsibilities with regard to child protection.

Activities are planned in line with the Foundation Stage guidance and promote all

round development. The group benefits from use of a playing field and high quality fixed play equipment adjacent to the hall. All children are included in activities and adaptations made if necessary to accommodate special needs. Behaviour is very good as staff have a consistent approach based on positive reinforcement.

The partnership with parents is very effective. Parents contribute to the group by helping at sessions or serving on the committee and organising fundraising events. They are able to speak to key workers and receive regular informal reports about their child's progress.

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

At the last inspection the group was asked to ensure that the person in charge holds an appropriate qualification. A new supervisor has been appointed; she holds an appropriate qualification.

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

- Staff show a good knowledge of individual children, including their likes and dislikes and preferred learning styles. This enables them to maximise opportunities within planned activities to help the children make good progress.
- The happy and relaxed atmosphere allows children to play and learn at their own pace. The free flow, child-centred sessions allow them to be independent and make choices.
- The playroom is bright and cheerful and makes good use of children's work in high quality displays to create a stimulating environment.

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

- development of the operational plan
- a daily risk assessment.

#### **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.)**

Ofsted have not received any complaints about this provision since 01/04/2004.

#### **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
2	Continue to develop the operational plan in line with National Standards guidance.
6	Conduct a daily risk assessment on the premises identifying action to be taken to minimize identified risks.

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

### How effective is the nursery education?

The quality of nursery education at Tadpoles Pre School is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff interact well with the children, supporting and encouraging them. Staff plan monthly topics using a published scheme related to the Foundation Stage. This provides activities which are stimulating and imaginative, often linked to the seasons, and differentiated to individual children's needs.

The session includes a long free play session during which children choose what they want to do. Children needing additional help are well supported; staff and parents work together with outside professionals to ensure inclusion.

Children's behaviour is sensitively managed and they respond well to staff. A new assessment system is in the process of being introduced and will provide a record of children's achievements as well as indicate the next steps of learning needed.

Leadership and management is generally good. Recent changes of key staff has meant some reorganisation. Staff work well as a team; each member is clear about their roles and responsibilities. The group is aware of strengths and areas for development. An annual appraisal system considers professional development; a commitment to training and a forward looking approach helps to raise the overall standard of care and education. Staff evaluate activities on an ongoing basis and have frequent, informal meetings to discuss plans and exchange ideas.

Partnership with parents is generally good. Parents are greeted warmly and welcomed. They can help at sessions on a rota basis if they wish. They have good quality information in the form of a newsletter, prospectus and various notices which keep them up to date with events and activities. At present there is no formal system for reporting on children's progress.

### What is being done well?

- The free flow play session is very child-centred and allows children to choose an activity and work at it at their own pace. The running snack bar means the flow of play is not interrupted; children have a break when they feel like it and share a snack with their friends in an informal and relaxed way, developing their social skills as they help one another.
- Support for the children needing additional help is extremely good. Staff are knowledgeable about the individual children's conditions and work sensitively to ensure the children take a full part in all activities, whilst getting the extra help and support they need.

- The standard of displays is very high, incorporating children's artwork and making the playroom an exciting and colourful environment. All areas of learning are represented.

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

- reporting to parents, to keep them informed of their child's progress
- opportunities to explore sounds.

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

Improvement since the last inspection is generally good.

The plans now show what children are expected to learn and include differentiation to offer challenges appropriate to all children.

Staff now make regular observations to contribute to the assessment records. At present parents comments are not included.

There is now a full programme of multicultural activities helping children become familiar with cultural and religious events on a world wide basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy. They settle well to activities and persevere with their self chosen tasks. Children develop self esteem as they celebrate birthdays or perform in the Christmas production. They ask for help when needed. They develop good relationships with staff and other children and are friendly and kind. Behaviour is very good. Children are independent and take care of their personal needs. They learn about other cultures by celebrating festivals, such as Chinese New Year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are effective speakers and listeners. They extend their vocabulary through activities and by listening and responding to stories. Children learn initial sounds and enjoy rhyming activities. They enjoy books alone or with staff and read for pleasure and to find information. They recognise their name at snack and registration time. Sometimes resources for mark making are limited and whilst some children are encouraged to name their own work this opportunity is not extended to all.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numerals and use numbers in everyday contexts. They are introduced to calculation through number rhymes and they count how many boys and girls are present. Children use maths language appropriately to describe size, shape etc. Construction kits help children recognise and name shapes as they choose components for a model. Cooking introduces concepts of weight and measurement, and sand and water play teach children about volume and mass.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy messy play with gloop and other materials. They collect specimens to observe whilst on nature walks. Children design and build with found materials and kits. They use everyday technology in their role play and enjoy using a karaoke machine and music keyboard. Children talk about their homes and families and past and present events. Visits and outings to places of interest introduce ideas from the local community. A very full programme of festivals introduces world cultures.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to develop large movement skills on the excellent fixed outdoor play equipment. They use a parachute and a trampette indoors and can find a space or line up as needed. Children follow basic hygiene routines and are aware of aspects of a healthy lifestyle. They use balls, hoops and other small equipment in the large hall. Fine motor skills are developed using tools for dough and cooking, art and craft activities and a range of manipulative toys.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and texture through a balance of free and guided art and craft activities. They use their hands and feet to paint with. Children sing known and new songs, some for the Nativity play. Currently, too few activities use musical instruments. Children have excellent role play opportunities with costumes and props, the area is imaginatively themed to help develop the play. The senses are developed by cooking, seasonal nature walks and observing what they see around them.

**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 a system of formally reporting to parents so that they are aware of their child's progress and achievements. Include parental comments in the assessment records
- develop the programmes for creative development and knowledge and understanding of the world to include opportunities for children to explore all aspects of sound, including use of musical instruments on a regular basis.

*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.*