



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102793

DfES Number: 521032

### INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Christine Slaney

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wendron Pre-School
Setting Address	Trewennack Church Hall Trewennack Helston Cornwall TR13 0BZ

### REGISTERED PROVIDER DETAILS

Name	u/a
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### ORGANISATION DETAILS

Name	u/a
Address	u/a
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	u/a

## 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

Wendron Pre-school, which opened in 1991, is managed by a committee of parents. It operates from the hall and lower room in Trewennack Church Hall and has access to a kitchen and toilets although there is no outside area. The pre-school is in a rural setting and serves surrounding towns and villages.

The pre-school is registered to provide 20 places for children aged from two to five years old. There are currently 12 on roll, this includes eight funded three- and four-year-olds. The pre-school school opens Monday to Friday term time only. Sessions last from 09:00-12:00. Children attend a variety of sessions. None of the children who attend have English as an additional language. The pre-school has experience of supporting children with special educational needs.

Three part time staff work with the children. Two are qualified and one is currently attending training. Parents are able to assist on the rota. The setting receives the support of a qualified teacher from the Early Years Partnership. The pre-school is a member of the Pre-school Learning Alliance .

### How good is the Day Care?

Wendron Pre-school provides good care for children. There is a qualified and committed staff team who ensure the children in their care have a positive and enjoyable time in the group. The premises and space are used well. Staff work very hard within the limitations of the village hall to provide children and parents with an environment which feels warm and welcoming, for instance there are many examples of children's work displayed. Resources are accessible and promote learning. There are also clear routines that help children feel secure.

The organisation of care is good and staff are deployed effectively to support children. Policies and procedures work well in practice; for example, the promotion of nutritious snacks. Planning is completed as a staff team and there is a wide range

of well-planned activities, toys and equipment, which are age-appropriate and provide challenges to children's development. Staff are good role models and show great care and concern for the children. Consequently children feel valued and respected and are well behaved.

A detailed risk assessment has been completed. Consequently staff are clear about children's and their own safety; for example, visitors are requested to sign a visitors book. Practical steps are taken to prevent the spread of infection and promote personal hygiene. There are good arrangements for the provision of drinks. Staff have an appropriate understanding of special needs, equal opportunities and child protection. However, the child protection and complaints policy lack some detail in the procedures.

The partnership with parents is good. There are good systems of communication and helpful information is provided. Therefore, the nursery enjoys good relationships with parents who feel involved their children's learning.

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

At the last inspection actions were raised relating to the health and safety of the children, and some documentation. Good progress has been made. The pre-school now keeps written records of fire drills and fire equipment is checked regularly. Written permission from parents has been sought for emergency medical treatment and administering medicines to children. The special needs statement is consistent with current legislation and the behaviour policy now includes a statement on bullying. The complaints policy includes necessary detail, however, it does not make clear the regulator's role.

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

- There is a wide range of activities, which are well planned and link to appropriate themes; for example, Chinese New Year, pancake day.
- Children are provided with regular drinks and food. Parents provide nutritious snacks through the clear promotion by the pre-school of healthy eating. Some snacks link very well to the theme of the week for instance prawn crackers for Chinese New Year.
- Staff are good role-models and show great care and concern for the children. Consequently children feel valued and respected.
- The partnership with parents is good. Parents are aware of their children's progress and are actively encouraged to take part in the session. Therefore parents and children feel welcomed.

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

- staff knowledge of child protection including what should be done in the event of an allegation being made about a member of staff.

**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
13	Develop staff knowledge and understanding of child protection issues

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

### How effective is the nursery education?

Wendron Pre-school provides good quality nursery education, with children making generally good progress towards the early learning goals in personal social emotional development, communication language and literacy, mathematical development, knowledge and understanding, physical development and very good progress in creative development.

The quality of teaching is generally good. Overall the play leader uses her knowledge of the Foundation Stage curriculum to produce plans that give children access to a wide range of interesting activities. Daily plans are detailed and clear. Observation and assessment records are appropriately used to record children's progress and this informs the planning for the next steps in children's learning. However everyday activities and planned experiences do not always offer sufficient challenge for all children. Space is organised well. The upper hall is used to promote children's physical skills. Good access to resources enables children to develop their own ideas; for example, making Chinese fans. Staff are good role models and question children effectively. They show great care and concern for the children. Therefore children feel valued and respected and are well behaved.

The leadership and management of the setting is generally good. The pre-school leader and committee are developing an effective and committed staff team who work well together. However, they have been less effective at monitoring the long term plans to ensure all areas of the curriculum receive sufficient coverage; for example, children do not have opportunities to build regularly.

The partnership with parents is very good. Staff provide ongoing feedback, therefore parents are clear about their children's progress. They are also given good quality information about the educational programme. This results in parents who are effectively involved with their children's learning.

### What is being done well?

- Children are encouraged and very well supported as they create their own ideas. Consequently they thoroughly enjoy making things; for example, Chinese fans.
- There is a wide range of varied and stimulating activities which are well supported by some effective staff questioning and explanation.
- Staff are committed to improvement and they are developing good relationships with other professionals.
- The partnership with parents is very good. Parents feel welcome and involved in their children's learning.

**What needs to be improved?**

- monitoring of the long term plans to ensure that all aspects of the six areas of learning receive sufficient coverage over a period
- challenges for more able children in everyday routines to help them use and extend their skills; for example, holding pencils correctly and solving simple mathematical problems.

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

Generally good progress has been made in tackling the key issues identified in the previous inspection. These required to the pre-school to fully implement the assessment system and share what they know about the children. Parents are now aware of their children's progress. Consequently they feel involved and welcome. The pre-school was also required to identify and support children with special educational needs. They now have a clear special needs statement and work effectively with other professionals and parents to support children's learning.

The pre-school was required to increase opportunities for children to be challenged in physical development and the upper hall is now used effectively. Improvements were also required to the teaching of correct formation of letters and numerals. There are now good opportunities for children to practise writing in meaningful situations like role-play activities, although there is still insufficient emphasis on holding pencils correctly.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing in confidence. They are supported well to focus on activities; for example, making play dough pancakes. Consequently some will persevere for extended periods of time. Overall children respond well to the warm and welcoming environment. However, some children can become a little distracted by the surroundings and some resources; for example, home corner equipment like telephones. Children feel safe and secure and are developing good self care needs like washing hands.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and enthusiastically talk about themselves and their experiences. They are developing a love of stories and books as a consequence of some well-planned story sessions. Children enjoy making marks and they are encouraged to copy Chinese writing through well planned themed activities. However, more able children are not regularly encouraged to extend their skills; for example, to hold a pencil correctly. Some children are able to recognise their names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to practise counting up and down through planned activities and everyday routines; for example the tidy up timer and five minute count down. Positional language is used well in meaningful situations like where to position sticks when drawing a drum. However, more able children are not consistently encouraged to develop their knowledge and understanding to solve simple problems through planned activities like 'how many plastic bears are left?'

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have appropriate opportunities to explore and investigate. They make pancakes with playdough which is linked well to the theme. Children enjoy small world resources, however, there are limited opportunities to build for a purpose. Children are developing good observational skills and understand features about the weather. They talk confidently about themselves and their experiences. Plans and evaluations show there are sufficient opportunities to use ICT such as karaoke machines.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move safely and confidently around their available space indoors and use the upper hall for large play activities. This helps them to develop skills. Consequently children are developing an awareness of their bodies and how to move with control. They use a range of tools and materials with increasing control and awareness of safety; for example, scissors. However this is not consistently reinforced for all activities; for example, pencil control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have good opportunities to explore colour, texture and form using a variety of media, for example, play dough. Some are fascinated by the patterns glue makes when allowed to drip onto paper. They thoroughly enjoy using musical instruments to explore different sounds. Staff encourage children to explore and design their own ideas and as a consequence children design a good representation of a Chinese fan.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## 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

- Improve the system for monitoring and evaluating long term plans to ensure that all areas of the learning receive sufficient coverage.
- Provide more challenges for more-able children to extend their skills.

*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.*