



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 322894

DfES Number: 530580

### INSPECTION DETAILS

Inspection Date 13/05/2004  
Inspector Name Anne Mort

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Standish Under 5's  
Setting Address Standish High School  
Kenyon Road, Standish  
Wigan  
Lancashire  
WN6 0NX

### REGISTERED PROVIDER DETAILS

Name Standish Under Fives Playgroup 1038046

### ORGANISATION DETAILS

Name Standish Under Fives Playgroup  
Address Standish High School  
Kenyon Road, Standish  
Wigan  
Lancashire  
WN6 0NX

## 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

Standish Under Fives Pre-School opened in 1978. It currently operates from a double portacabin within the grounds of Standish Community High School in Standish, Wigan. Two rooms are in use which are divided by an entrance foyer. Toileting facilities are available in the main school building. The facility serves the local and wider community.

There are currently 23 funded places for three year old children and 10 places for four year old children. Children attend for a variety of sessions. The setting supports arrangements for special needs provision.

The facility opens five days a week during school time and three days a week in the main school holidays. Sessions are from 09:00 until 12:45. A parent and toddler session is offered on two afternoons per week.

Full and part-time staff and volunteers work with the children. Over half of this number have early years qualifications with the remainder working towards a recognised early years qualification to a Level 2 or 3.

The facility is a member of Pre-School Learning Alliance and The British Association for Early Childhood Education. There is also liaison with Standish Community High School, the local Sure Start, the local Health clinic and feeder primary schools.

### How good is the Day Care?

Standish Under Fives Pre-School provides good sessional care.

The facility is well managed by an experienced manager. Documentation is held in line with the National Standards with a need for some clarification. Effective staff deployment ensures that there are sufficient numbers of qualified and experienced staff caring for children. Staff are well organised. They make effective use of their time and use space and resources well, creating a stimulating and supportive environment for children. Physical space is used creatively to accommodate both

structured and free choice activities. There is a need to consider planning for outdoor play.

The facility is well equipped and resourced for all areas of learning. All children, including those with a special need, enjoy equal opportunity in accessing the play materials and in taking part in group activities. Staff observe children's behaviour and are skilful in developing a child's confidence and self-esteem.

Staff are made aware of health and safety procedures and implement them to ensure children are kept safe both indoors and when visiting the toilets in the High School. Staff guidance, daily routines and visits by outside agencies make children aware of good health, safety and hygiene practice. Staff are aware of the dietary needs of the children in their care and of their role in child protection procedures.

The facility has a very good relationship with parents, as evidenced in the written comments contained in an Ofsted questionnaire. Parents are presented with a Prospectus that details the Committee's role and responsibilities, the aims and objectives of the facility, together with information regarding policies and procedures. An attractive entrance foyer also displays other topical information, certificates and photographs of staff. Termly newsletters are issued and parents are made aware they are welcome to visit at any time.

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

At the last inspection there was a need to provide children with access to drinking water, devise a procedure to ensure resources are safe and suitable for use and to update paperwork. Children's health has been considered in the provision of a water dispenser and cups in each room for their use. Safety in the provision has been promoted in the daily recording that checks are carried out on toys, equipment and furniture before presentation. Whilst paperwork has been addressed there is still a need for update and clarification.

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

- Staff work well together, change activities with little disruption or time loss and provide suitable space for both table top and floor play, for example, in the indoor provision of climbing and balancing apparatus.
- Staff are aware of the developmental stages of young children, know individual children, their character, ability and interest level and seek, through advanced planning, to present both stimulating and quiet activities to aid a child's all round development. For example, in the use of sand, water, jigsaws and the computer.
- Displays in both rooms provide for continuity of learning and give children opportunity to consolidate knowledge, for example, story of the Hungry Caterpillar leading on to art work undertaken by the children with displays that include the seasons of the year, numbers and a calendar.
- Children are encouraged to develop confidence, independence and self-esteem; respect for others is promoted through staff guidance and

activities. There is a strong emphasis on equality of opportunity, and effective support for children who have special needs.

- Staff are aware of the dietary needs of the children in their care, are mindful of health and hygiene issues and present snack time as a chatty, sociable occasion. For example, children are given own carton of milk, share grapes and bananas and are seen to be enjoying conversations with other children and members of staff.

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

- the planning to allow outdoor play to be an integral part of the learning process
- the method of registering arrival and departure times of staff, children and visitors to the facility
- the clarification as regards parental consent to allow staff to seek emergency medical advice.

#### **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	Ensure daily attendance of staff, children and visitors reflect arrival and departure times.
7	Clarify the information on the consent form regarding parental permission for staff to seek emergency medical advice or treatment

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

### How effective is the nursery education?

Standish Under 5's provides good-quality education overall which enables children to make generally good progress towards the early learning goals. The children are making very good progress in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world.

The quality of teaching is generally good. Staff are enthusiastic, conscientious and there are good relationships throughout the pre-school. The structured routine, balanced range of good quality activities and the staff's interaction with the children demonstrate that they have a good knowledge of the early learning goals and how children learn. However, they do not take sufficient account of parental comments about children's learning to ensure that children move onto the next stage of appropriate learning. Staff have high expectations of the children's behaviour to which the children respond well.

Leadership and management is generally good. There is a management structure in place and staff are clear about their roles and responsibilities and work well as a team. Staff appraisals have recently been introduced and monitoring of the nursery education takes place. However planning especially in relation to how the plan's are evaluated need to become more effective ensuring that planning is effective and includes all aspects of the six areas of learning.

Partnership with parents and carers is generally good. Parents speak highly of the staff and of being well informed of the educational provision. They are well informed of their children's progress through written reports. However children's reports need to be more specific in what children have achieved and when. Parents are welcome into the Pre-school at anytime.

### What is being done well?

- The activities and experiences the children receive are of good quality and interesting covering all six areas of learning. The activities linked with knowledge and understanding of the world are particularly exciting and engaging. The children learn about the life cycles of butterflies and spoke with knowledge about these life cycles, they use the computers confidently and the enjoy learning about the world through role-play.
- Relationships throughout the nursery are very positive helping the children to have a worthwhile experience at pre-school. The children are comfortable with the staff and approach them easily. They are eager to please and respond well to requests made by the staff regarding their relationships with other children, such as, sharing, taking turns and being kind to one another.
- Partnership with parents is good. The parents speak highly of the staff and

the provision. They are kept well informed by information boards and regular newsletters, access to children's progress records is always open to parents and carers.

- Staff have high expectations of the children's behaviour. They provide a clear framework for the children to work within and remind them of the ground rules and the need to be kind. The children respond well to this and are well behaved.

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

- planning, which is to be reviewed to ensure that the curriculum includes mathematical activities which promote calculating; regular outdoor play ensuring children have access to fresh air and are provided with the space they require to develop their physical skills; that planning is clear with specific learning outcomes and includes effective evaluations and also differentiation activities for both the more and the less able children.
- children's assessments, ensuring progress records clearly identify children's achievements and that they include parental comments about children's learning at home in order to plan for the next steps in children's learning

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

Following the last inspection it was agreed that the formal assessment records of children's progress would continue to be developed ensuring any comments made by parents about their children's learning at home would be taken account of.

It was also agreed that the older children's knowledge would continue to be extended enabling them to associate sounds with syllables and develop their reading skills to understand that print carries meaning, reads from left to right and from top to bottom of a page. That opportunities for children to write familiar words would also be provided.

Children's assessment records have continued to be developed, although there is no evidence that comments made by parents about children's learning at home, is taken account of or included as part of the next steps in children's learning.

Older children's knowledge in relation to associating sounds with syllables, reading skills and opportunities for them to write familiar words continue to be extended. Observations throughout the inspection confirmed that children's knowledge in relation to these areas is continually extended.

Due to these matters being addressed the education of children attending has been enhanced.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and friendly. They have good relationships with one another and with the staff. The children are excited and motivated by the activities and experiences that are on offer to them. The children's personal independence is promoted through daily tasks such as obtaining drinks for themselves when required. The children are well behaved and are able to access resources themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children talk confidently during activities, such as, circle time and observing life cycles. They are building up their vocabulary and developing their language for thinking. They enjoy books and know that books give them information and are eager to acquire the skills to enable them to extract the information for themselves. Children make effective use of the various writing areas and incorporate writing into their activities such as role-play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are competent in counting up to ten. Good open-ended questioning from staff promotes the children's mathematical thinking. However, although capable they are not sufficiently challenged in calculating or comparing two numbers. Children learn to recognise and name two and three dimensional shapes and could match shape to spaces within the ICT programme they worked on.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience many exciting and interesting activities in this area. They are fascinated by the dramatic changes in the life cycles of the butterfly. Children confidently build a range of models using various construction materials such as duplo and use the computer confidently. They learn about features of their environment through imaginative play.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around freely in the areas available to them. Challenges are set to develop their physical skills such as the obstacle course and staff are on hand to give support and encourage new skills, such as, balancing and climbing through objects. However, children have insufficient opportunities to play outdoors. Children are taught to handle and control small tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enthusiastically use their imagination and express themselves especially during role- play. They enjoy painting, creating collages, drawing and creating models. They are able to produce detailed representations of their observations, as they did when drawing butterflies. Children are able to draw on their own experiences and imagination as they discuss their news with staff.

**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**

- To develop planning, which needs to include mathematical activities which promote calculating, includes regular outdoor play ensuring children have access to fresh air and are provided with sufficient space ensuring that there are no gaps in the educational planning. That planning is clear with specific learning outcomes and includes effective evaluations and also differentiation activities for both the more and the less able children.
- The assessments made on children, ensuring progress records clearly identify children's achievements and that they include parental comments about children's learning at home in order to plan effectively for the next steps in 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.*