



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106048

DfES Number: 512843

### INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Elaine Douglas

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stoke Hill Pre School
Setting Address	183a Mincinglake Road Stoke Hill Exeter Devon EX4 7DS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Stoke Hill Pre School
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### ORGANISATION DETAILS

Name	Stoke Hill Pre School
Address	183a Mincinglake Road Stoke Hill Exeter Devon EX4 7DS

## 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

Stoke Hill pre school was registered for full day care in 2001. It operates from a former mobile classroom in a plot of land next to allotments and a children's playground. The premises have one large room with separate kitchen area and toilet facilities. There is a fenced garden with grass and tarmac area for outside play. The Nursery serves the local area. There are currently forty children from three to five years on roll. This includes 16 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. There are currently no children with special needs, the group supports children who speak English as an additional language. The group opens five days a week during school term times. The pre-school runs every morning from 9.15 until 13.00 and until 3.30pm on Thursday and Friday. The rising five's group runs every Tuesday and Wednesday from 13.00 to 15.00. Six staff work with the children. Three have early years qualifications. Two staff are currently on training programmes. The group receive support from the Early Years mentor/teacher (EYDCP).

### How good is the Day Care?

Stoke Hill pre school provides satisfactory care for children. The experienced staff are effectively deployed, making good use of indoor space and the garden. They work well together as a team. Staff are clear about their roles and responsibilities and are well supported by the manager. Most policies and procedures are in place although they have not been regularly reviewed to ensure they are all current.

Staff are vigilant about safety and good safety procedures are in place, although some documentation of procedures lack necessary detail. Children are taught good hygiene routines. Procedures have been put in place to ensure staff have the relevant knowledge of child protection issues.

The pre school provides a good range of appropriate interesting activities, which are planned to allow children to develop in all areas through play. There is a good range of equipment from which children can select their preferred items. Staff interact well with the children and support their learning, with a very good mix of child and

adult led activities.

Parents are welcomed into the nursery and provided with good information about the setting and the curriculum, there is an informal procedure for informing parents of their child's development by daily verbal feedback, however, there are currently no formal arrangements.

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

Since the last inspection the group have written procedures to be followed in the event of a child being lost or uncollected, as well as procedures to be followed in the event of an allegation being made against a member of staff and a complaints procedure, including the regulators details. Parents can access copies of the policies and procedures on the parents notice board, however, these do not include the new updated policies.

A register of staff attendance is kept to document who has cared for the children at specific times.

The group have applied to attend child protection training three times but due to the demand have been unsuccessful, they now have three members of staff, including the designated person, booked onto training, to ensure all staff increase their knowledge of child protection issues.

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

- The staff are deployed well, they work directly with the children and offer support and care.
- The staff build good relationships with children and provide a broad range of activities to promote development in all areas.
- Staff make good use of available space, it is well organised to meet children's needs and allow children freedom of movement.
- Staff are vigilant over children's safety at all times and take all precautions to minimise risks and reduce potential hazards.
- Staff have very good procedures to teach children good hygiene routines, all staff are trained in first aid to ensure any accidents are dealt with correctly.
- Children have access to fresh drinking water at all times and are provided with nutritional snacks.
- Staff have good procedures and equipment to ensure children have positive images of gender, culture and disabilities.
- Staff use appropriate behaviour management which is fairly and consistently applied. Good behaviour is praised and encouraged.
- Parents are very involved in the group through the committee and rota to help, parents feel their contribution to their child's care is valued.

### What needs to be improved?

- the induction procedures to ensure all staff have read and understood all policies and procedures.
- the toilet facilities to ensure staff and children have access to warm water for hand washing.
- the safety procedures with regard to; the risk assessment which should be reviewed with timescales indicated and the person responsible for actions and the implementation of procedures for the safe conduct of outings.
- the policies to ensure they are regularly reviewed and updated in line with current information and legislation and parents kept informed of the changes.
- the behaviour management procedures to ensure there is a designated person responsible with the correct training.

### Outcome of the inspection

Satisfactory

### 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	Devise formal induction procedures to ensure staff are informed of all policies and procedures.
4	Ensure children and staff have access to hot water in the toilet facilities.
6	Devise a policy for the safe procedures for outings.
11	Ensure there is a designated member of staff to deal with behaviour management, who has the appropriate knowledge.
12	Ensure parents are kept informed of changes to policies and procedures.
14	Review all policies and procedures, especially the special needs statement and risk assessment to ensure they are relevant and have regard for current legislation.

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

### How effective is the nursery education?

Stoke Hill pre school is providing good quality education where children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world.

Teaching is generally good with some very good aspects. The very good progress children are making in communication, language and literacy, is due to the staff extending their knowledge through teaching new vocabulary and helping children to think. They interact well with children and support them to develop positive attitudes to learning, by allowing them to express their own ideas and lead play. Assessments are not used to identify the next steps in children's learning to plan progress, although a system has been recently devised to improve them. The short term planning is not linked to the early learning goals, nor does it identify the learning objectives this limits the effectiveness of some activities.

Leadership and management is very good. There is a very active supportive committee. The manager is new to post and provides a good role model and leads by example. She has implemented good procedures to monitor and evaluate practise and identify training needs and is developing planning and assessment to ensure it is useful and informative.

The partnership with parents is generally good. The group is run by a parents committee and parents are actively encouraged to be involved in the committee, the sessions and their child's learning. Parents receive good information on the setting and the provision but are not kept informed of their child's progress through assessments or involved in sharing what they know about their child on a formal basis.

### What is being done well?

- Children have access to good resources which encourages them to develop their imagination through role-play, art and design.
- Staff provide good opportunities for children to practise writing for a variety of purposes, such as, mark making in diaries and using post it notes and envelopes in their imaginary play.
- Staff build good relationships with children and encourage them to be independent through selecting resources for themselves and allowing them to lead their own play some of the time.
- Children are well behaved due to them being interested, excited and motivated to learn, they move freely around the activities but choose to remain at activities until complete.

- Staff work well as a team and are supportive of each other and the parents helping in the session, providing good role models for the children.
- Good leadership and management and committed staff, ensures ongoing improvements by self assessments and staff development.
- Good information on the curriculum is provided for parents to involve them and extend the children's learning at home.

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

- the use of music and dance to provide opportunities for children to explore sound and match music and movement.
- the use of activities to promote children's knowledge of health and body awareness.
- the use of assessments to plan the next steps of learning and to involve parents in their child's development.
- the short term planning to ensure all areas of the early learning goals are covered and there are clear learning objectives which challenge all children sufficiently.

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

The group have made generally good progress since the last inspection. Resources have been improved for knowledge and understanding of the world and personal, social and emotional development, for example, they have purchased clocks, scales, games, posters and dressing up.

The group have improved the provision for knowledge and understanding of the world by looking at similarities and differences, through growing produce, going for nature walks with binoculars and looking at themselves and each other and their differences.

Parents still do not get the opportunity to contribute to assessments and do not regularly access records. This is an ongoing issue from the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to take part in activities, they suggest ideas and will speak in a whole group. Children have good opportunities to develop independence through daily routines and snack time. They form good relationships with staff and each other, which encourages them to be kind to each other and show respect for each other's feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff provide good opportunities for children to link sounds to letters and so children recognise letters of the alphabet. They use books well, both in the reading area and in their play and enjoy group stories. Older children use writing in their play for a variety of purposes and some children can form recognisable letters and write their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident when counting beyond ten, they have good opportunities to explore numbers and older ones are beginning to use addition and subtraction in number rhymes and daily routines. Children recognise numerals one to nine. Staff provide children with good opportunities to use mathematical language throughout most activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and investigate objects and materials using all their senses, both inside and in their wider environment. They can construct well with a wide range of objects. Children have a good understanding of past and present events, supported by good interaction from staff and planned activities.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff plan to provide good opportunities for children to use large and small equipment both inside and outside and children can balance and climb confidently due to the good resources provided. Children have limited opportunities to learn about health and body awareness through planned activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore texture and shape in two and three dimensions. They demonstrate very good imagination in role-play, art and design but have too few opportunities to explore sound and use movement with music.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 planning to ensure short-term plans are linked to the early learning goals and identify how they will be adapted to meet the needs of the less or more able children.
- Monitor the assessments to ensure they are informative and show children's progression towards the early learning goals and how parents have contributed to them.
- Plan to provide opportunities for children to explore sound, music and movement and develop health awareness.

*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.*