



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218259

DfES Number: 517738

### INSPECTION DETAILS

Inspection Date	05/05/2004
Inspector Name	Christine Holmes

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Glebe Pre School
Setting Address	Stanton Road Stapenhill Burton-on-Trent Staffordshire DE15 9RR

### REGISTERED PROVIDER DETAILS

Name	The Committee of THE GLEBE PRE - SCHOOL COMMITTEE
------	---

### ORGANISATION DETAILS

Name	THE GLEBE PRE - SCHOOL COMMITTEE
Address	58 Brizlincote Street Burton-on-Trent Staffordshire DE15 9DJ

## 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

The Glebe Pre-school has been established over 30 years. It operates from one large upstairs room in a church building in Stapenhill, Burton-on-Trent. The group serves the local area.

There are twenty four children aged between two and five years on roll. This includes nine funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions.

The group opens five mornings a week during term times. Sessions are from 09:30 until 13:00.

There are presently three full time staff working with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Glebe Pre-school provides satisfactory care for children. Space and resources are used imaginatively to create a stimulating, orderly and supportive environment for children. Staff are guided by policies and procedures, however staff are not familiar with all procedures. There is an extensive range of resources available, including a range of toys which promote equality of opportunity and anti-discriminatory practice. Children are confident and secure and build warm relationships with staff. Most required documentation is kept.

Daily routines promote children's understanding of good personal hygiene. A risk assessment has been completed and necessary steps have been taken to minimise most potential hazards. However, sufficient steps have not been taken to keep the premises secure. Staff meet any special dietary requirements very well. Children are provided with regular drinks and healthy, nutritious snacks. Staff have a clear understanding of the importance of equality issues for young children and meet their individual needs well. Although staff are aware of child protection issues, the child

protection policy is incomplete.

Staff understand how children learn and how they can help this process. They plan a wide range of interesting and stimulating activities, which promote children's learning and imagination in order to give them a wide range of experiences. Staff use developmental records to inform curriculum planning. Children's behaviour is very good. Staff use consistent methods of behaviour management, which are understood by the children.

Partnership with parents is good. Parents form part of the committee and are involved in the group as helpers. There are good opportunities for parents to receive information about the provision. Informal arrangements are in place for staff to exchange information with parents regarding their children's progress.

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

Not applicable, as there were no actions made at the last inspection.

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

- Staff create a stimulating environment where children learn through a wide range of stimulating activities.
- The arrangements in place to meet children's special dietary needs are very robust. Staff receive specialist training and follow clear procedures.
- Children's behaviour is managed very well. Children have clear, consistent behaviour boundaries and receive lots of praise and encouragement which results in children behaving very well.
- Parents are kept well informed about the provision and take an active part in the group through committee membership and weekly parent helper rota.

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

- the arrangements to ensure staff are familiar with all written procedures, in this case what to do if a child is not collected
- the registration system to ensure that the arrival and departure time of staff, helpers and children is recorded
- the arrangements to keep the entrance to the playroom and the fire exit secure
- the arrangements to seek written permission from parents to seek emergency medical advice and treatment for children
- the child protection policy to ensure it includes a procedure in the event of allegations being made against staff.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
2	Make sure induction is effective to ensure staff are aware of and familiar with all written procedures.	05/06/2004
6	Make sure that premises are secure and that children are unable to leave them unsupervised.	05/05/2004
13	Ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures, in this case, procedures to be followed in the event of an allegation being made against a member of staff.	05/06/2004
2	Ensure the registration system includes time of arrival and departure for children, staff and helpers.	05/05/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

### How effective is the nursery education?

The Glebe Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development and creative development is particularly well planned and children make very good progress in these areas.

Teaching is generally good. The key strengths in all six areas of learning are due to staff encouraging children's ideas and the fostering their self-esteem. Staff provide an environment in which creativity, originality and expressiveness is valued, such as providing opportunities for children to come into contact and work with musicians. Staff's knowledge of the foundation stage curriculum and the early learning goals is generally good. They plan fun and practical activities based on children's ideas and interests. However, staff's knowledge is not sound in some areas and staff miss some opportunities to challenge more able children, particularly in aspects of literacy and mathematics. The staff manage the children very well and have good relationships with them.

Staff assess children's learning against the stepping-stones and early learning goals and use this information to inform their planning. They have arrangements in place to support children with special educational needs.

The leadership and management of the group are generally good. The supervisor has acted effectively on advice aimed at linking assessments into the stepping-stones to identify future learning needs and curriculum planning. Although the leadership of the group provides good daily support to the group, arrangements to ensure staff receive regular ongoing training and systems to ensure quality of teaching is monitored and evaluated are not in place.

Partnership with parents is good. Parents are kept informed about their child's progress and how, with the knowledge of the nursery plans and activities, they can reinforce their child's learning.

### What is being done well?

- Staff engage children's motivation and foster their self-esteem through combining children's interests and choices with what they need to do to make progress in their learning. Children are encouraged to participate in planning their own activities and displaying their own work.
- Children have good listening and speaking skills. Staff value what children say and do and effectively model and reinforce language.
- Children's creativity is promoted effectively. Staff provide a stimulating range of media and materials to encourage children to explore, experiment and

form as they wish. They support children to develop their imaginative ideas and plan opportunities for children to explore sound alongside musicians.

- Children have good opportunities to use technology to support their learning.

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

- the opportunities and challenges for more able children to explore positions, count, and use numbers for a purpose in their play
- the opportunities and challenge for children to make marks for a purpose and to formulate correctly the letters they are writing
- the opportunities for staff to increase their knowledge and understanding of the Early Learning Goals
- the monitoring and evaluation of the quality of teaching.

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

Limited progress has been made in response to key issues made at the last inspection. This in the main is due to a complete change of staff, manager and leadership who have been unfamiliar with the last report.

An action plan has not been in place to enhance mathematical development by providing more opportunities for children to explore and learn about the different ways in which numbers can be recorded for different purposes. However, children are looking at how numbers are used for recording the date on a daily basis. This area remains a key issue for improvement.

Even though there has been no action plan implemented to enhance children's knowledge and understanding of the world, staff provide generally good opportunities to enhance this area within their planning. An opportunity for children to record their observations of the world around them in a variety of ways remains a key issue for improvement.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence, self esteem and motivation to learn is fostered by staff who provide opportunities for them to select their own resources, initiate and take part in planning their own activities and displaying their own chosen work. Children are encouraged to take care of their own needs, such as opening their own drink carton and washing their own dishes after snacks. The children behave well. They are taught to share, take turns and be considerate to one another.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are extending their vocabulary well by listening to stories and sharing their ideas with staff who model and reinforce language well. Children can recognise their own first names and some children can recognise letters in their name and link the sounds to other words. Although some children are writing their names spontaneously, staff are not always encouraging them to formulate their letters correctly. There are few opportunities for children to make marks for a purpose in their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with fun and practical activities by staff to develop mathematical concepts such as who pulled more when playing tug of war and finding shapes around the room. Children are encouraged to look at and recreate patterns in the rock pool with pebbles and water and when playing with magnetic bricks. However, the potential to develop children's understanding of positions, numbers past ten and using numerals for a purpose in play is not fully exploited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to use their senses to explore and investigate. They design, plan and make a range of models of their own choosing using recycled and natural materials. They are developing an interest and enjoyment in using a computer. Staff encourage children to develop a sense of time by discussing past, present and future events. They have many opportunities to look at their own and other cultures. However, children are not exploring their local environment.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are set challenges to develop their physical skills. Staff provide encouragement and support to children as they balance on walking blocks, climb up and over the climbing frame, jumping, sliding down the slide and manoeuvring tricycles around obstacles. Although children have good opportunities to handle and control small objects such as paper clips, pebbles and threading lines, they are not always taught how to handle tools such as scissors correctly.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's creativity is promoted very well by staff who provide a stimulating range of media and materials to encourage children to explore, experiment and form as they wish. Children take great pride in displaying their chosen work. Children draw on their experiences and imagination in the role play area which is kept interesting and varied by staff. They are provided with a wide range of musical experiences which includes working alongside musicians to explore and create sounds.	

<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**

- increase the opportunities and challenges for children to explore positions, count and use numbers for a purpose in their play
- provide the opportunities for children to make marks for a purpose in their play and to formulate correctly the letters they are writing
- improve staff knowledge and understanding of the early learning goals
- introduce a rigorous system to monitor and evaluate the quality of teaching.

*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.*