



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 208242

DfES Number: 530660

### INSPECTION DETAILS

Inspection Date 13/07/2004  
Inspector Name Jane Elizabeth Roberts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Oakengates United Church Pre-School  
Setting Address The United Church  
Stafford Road  
Telford  
Shropshire  
TF2 6JN

### REGISTERED PROVIDER DETAILS

Name The Committee of Oakengates United Church Pre-School  
1058681

### ORGANISATION DETAILS

Name Oakengates United Church Pre-School  
Address Oakengates United Church  
Stafford Road, Oakengates  
Telford  
Shropshire  
TF2 6JH

## 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

Oakengates United Church Pre-School opened in 1968. It operates from the hall and meeting room in the Church Hall in Oakengates which is a suburb of Telford. The setting serves the local area.

There are currently 20 children from 2 years to 4 years on roll. This includes three funded three year olds. Children attend for a variety of sessions. The setting can support children with special needs and who have English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 09:30 to 12:00. There are three full time staff who work with the children, of whom two have early years qualifications to NVQ level 2 or 3. There is one member of staff who is currently working towards a recognised early years qualification. The setting receives support from an early years consultant from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Oakengates pre-school provides good care for children.

Staff are well qualified and experienced and work well as a team. They demonstrate a strong commitment to the children, providing good individual support to meet each child's needs. The operational plan is effective with a comprehensive range of policies and procedures. However, the continual reviewing and updating of the policies and procedures is recommended. Children and parents are provided with a warm welcome. The rooms are well organised and the hall provides a broad range of interesting and stimulating resources especially for the younger children and including physical play, despite having no outside play area.

Staff have a good awareness of health and safety and take all reasonable steps to ensure the children's safety. However, improvement in the recording of visitors is recommended. There are effective hygiene procedures in place throughout and if a

child becomes ill they are well cared for. Children enjoy well organised healthy snacks during the morning and staff join children to talk about their morning play. Staff have a good awareness of child protection procedures. Equality of opportunity is promoted very well throughout the setting.

Activities are well organised to meet individual needs and interests. Staff consistently and positively interact with all children to encourage their independence and learning. Children's behaviour is managed effectively and staff work with parents to ensure consistency. Staff have a good awareness that some children have special needs and they can work closely with parents to take appropriate action.

There is a good partnership with parents. Staff work closely with parents and there are opportunities to discuss their child's progress. There is a good range of written information about the setting, including health issues and the routine of the children.

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

Good progress has been made since the last inspection.

At the last inspection the pre-school was asked to ensure the operational plan was made available to parents. There is now a comprehensive and effective operational plan used by staff and committee as a reference to monitor the routine and management of the setting. This folder is placed on the parents' information table to ensure parents are fully aware of the pre-school's operational planning.

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

- Staff take positive steps to find out what interests each child and what he or she knows and can do. They build on this information to plan and provide a variety of interesting, stimulating and challenging activities to help the children progress in all areas of learning.
- Space is organised very well for the benefit of the children despite having no outside play area. The setting provides a welcoming and friendly environment for children and parents and there is a good range of resources and furnishings which help create an accessible and stimulating play session to help children progress and develop in all areas.
- Children enjoy well organised snack times, which promote healthy eating and an opportunity for the children to experience tasting different foods. Staff show a good awareness of food allergies and ensure the food and drinks provided meet children's individual needs.
- Children are valued and respected. They are treated with equal concern and equality of opportunity is promoted for all children. Children are given lots of individual attention and thoroughly enjoy good interaction with the staff which enables their needs to be met.
- Staff work effectively with parents to ensure as much continuity and consistency as possible is provided within the behavioural management strategies. There are effective boundaries provided for children, staff use

praise rather than criticism. They talk to children about their behaviour or distract them.

- There are regular exchanges of information with parents which ensure the needs of the children are fully addressed. Parents are provided with a good range of additional information about the daily routine, health issues and the management of the session. Through the committee parents are a valued part of the management of the setting and are welcome to join their children's pre-school session.

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

- the written record of all visitors attending the setting and the reason for their attendance
- the reviewing and updating of all policies and procedures relating to the National Standards.

#### **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
6	Ensure there is a written record of all visitors attending the setting and the reason for their attendance.
14	Continue to review and update all policies and procedures relating to the National Standards.

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

### How effective is the nursery education?

The nursery education is generally good. Three year old children are making generally good progress in mathematics and knowledge and understanding of the world and very good progress in all other areas of development.

Teaching is generally good. Staff have a clear understanding of the stepping stones and early learning goals. Recent changes to the planning and evaluation have resulted in well-organised weekly plans which show activities to meet children's individual development needs. However, planning does not develop opportunities for children to solve simple mathematical problems or to explore the world around them in the everyday activities. Development records are well kept and children's assessments are used to inform the next steps in learning. Children with special needs and children who have English as an additional language can be well supported. There is a wide range of resources and activities, which are well organised, covering all six areas of learning within planned and unplanned activities. However, there are limited opportunities for three year olds to problem solve and look at the world around them.

Leadership and management is generally good. There is effective team work and staff and parents work well together through the management committee which contributes to the smooth running of the pre-school. There is not yet an effective system to monitor and evaluate the nursery education.

Partnership with parents is very good. Parents are valued and enjoy having the opportunity to be involved in the sessions and the management through the committee. Staff regularly keep parents well informed about their child's progress and make time each day to talk to parents. Parents receive information about future activities, child care and health issues. Staff also talk to parents about the Foundation Stage and their child's nursery education.

### What is being done well?

- Staff provide three year old children with many opportunities to gain confidence, concentrate and to sit for lengthening periods of time. They are able to express their thoughts and feelings in small and large groups, showing enthusiasm and enjoyment in the activities they are involved in. The majority of children are developing personal independence skills very well and are able to show consideration and understanding to their friends.
- The staff provide many opportunities for children to enjoy books in small and large groups. Children confidently use a wide selection of books and are proud to take them home to share with their family. More able children are building up a vocabulary which reflects their experiences and most children understand that words have meanings and can recognise their names. Staff provide many opportunities for children to explore sounds and words.

- Staff talk to the children about a healthy life style and diet and snack time is used to encourage children to eat healthy food. Despite the setting having no outdoor play area, physical play is organised well. Staff planning opportunities for spontaneous play and comprehensive physical development programmes to meet the children's physical play needs.
- Planning of the curriculum for the three year old children is effective and includes activities appropriate to children's individual development and opportunities to extend and challenge their learning and development. Staff encourage children to self-select activities and be independent.
- Parents are involved with the setting through the committee. Staff and parents work hard to manage the setting. Staff take time to get to know the families and regularly inform parents about their child's progress and activities the children are involved in.

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

- opportunities for children to solve simple mathematical problems in planned and unplanned activities
- opportunities for children to explore the world around them through everyday activities
- the management and staff's evaluation and monitoring of the nursery education.

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

Very good progress has been made since the last inspection.

At the last inspection the setting was asked to ensure information gathered from observations is used effectively to identify specific needs and to guide planning for individual children including those with special educational needs.

The setting was also asked to improve the management of group times to ensure all children can see and hear what is being directed by the adult.

The deputy supervisor has taken on the role of special educational needs co-ordinator and has completed training to enable her to make observations and to obtain support for the children who may have special needs. There were no children at the time of the inspection who had a special need. However, all children's individual needs are assessed and observations are recorded which are used to inform the daily planning of the activities.

Planning demonstrates well organised routines for the children which include small and large group activities to accommodate the development of two and three year olds. The small room is used for circle time and story time because of better acoustics and to enable children to develop concentration and their listening skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident, interested and show curiosity. Self-esteem is built up by staff who are sensitive to their needs. Most children are developing personal independence skills very well. They behave well and are making good progress when concentrating, sitting for periods of time and listening. Most children are able to convey their feelings and interact with each other and take turns. They show increasing independence in selecting and carrying out activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three year old children enjoy listening to stories and rhymes and most children are able to listen with increasing interest to detail. They join in favourite stories and initiate singing songs. There are many opportunities to expand their vocabulary and most children use familiar words to identify what they do or give explanations. They enjoy taking books home to read with their family. They link sound to letters and are starting to recognise their name and understand marks have meanings.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Three year old children are able to learn about numbers through a range of planned and spontaneous activities, however there are limited opportunities for children to solve simple mathematical problems. Most children are beginning to use numbers up to 10 and more able children can use some numbers in the correct order. They show interest, compare shapes, size and quantity with more able children naming more complex shapes and using numbers accurately in play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

All children are becoming aware of time and can identify the days of the week and comment on changes in the weather. They have opportunities to talk about their lives and people in the community, for example the vet talked about animals and they grew sunflowers. However, there are limited opportunities for them to explore the world around them through everyday activities. Children use the computer and mouse confidently and have opportunities to freely design and build through junk modelling.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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All children are developing a good awareness of a healthy life style and diet. Despite no outdoor play area all children are developing confidence when moving in different directions. They have good spatial awareness within comprehensive physical development programmes and spontaneous play during small and large group activities. Children are making good progress using tools with one hand and more able children demonstrate increasing skill and control using pencils and paint brushes.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy singing and most can remember songs and initiate singing them. They have opportunities to express themselves through music and movement. All children talk imaginatively about their experiences and can use props effectively in their pretend play. All children have the opportunity to use a wide range of different textures and materials to express themselves creatively and to express their thoughts and feelings.

**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 more opportunities for children to solve simple mathematical problems in planned and unplanned activities.
- Develop opportunities for children to explore the world around them through everyday activities.
- Develop the management and staff's evaluation and monitoring of the nursery education.

*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.*