



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

URN 143067

**DfES Number:**

### **INSPECTION DETAILS**

Inspection Date 12/05/2003  
Inspector Name Bridget Copson

### **SETTING DETAILS**

Day Care Type Sessional Day Care  
Setting Name Bishops Hull Pre-School  
Setting Address Bishops Hull Primary School  
Bishops Hull  
Taunton  
Somerset  
TA1 5LQ

### **REGISTERED PROVIDER DETAILS**

Name Mrs Julie Hurst

## 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

Bishop's Hull Pre-school is a committee-run child care facility situated in the Bishop's Hull Primary School, within a small village on the outskirts of Taunton. They offer sessional care for children within the village and surrounding areas.

The pre-school accommodates a large classroom with store cupboard. They have use of the school kitchen and toilets. There is a segregated outdoor play area available.

The pre-school is open from 09:00 am to 12:00 noon Monday to Friday term times only. They are registered to care for 20 children aged two to five years. There are 27 children on the register, of these, nine three year olds and fifteen four year olds receive funding. There are no children attending with special educational needs. There are no children attending with English as an additional language.

Four staff are employed. The manager and deputy both hold a Diploma in Pre-school Practice. An assistant is trained to NVQ level two.

The group receive regular support from the Early Years Partnership.

### How good is the Day Care?

Bishop's Hull Preschool offers satisfactory care for children.

The team of four staff hold a variety of training certificates. They regularly attend workshops and courses to update their knowledge and skills.

The preschool offers a warm and welcoming environment for parents and children. Good use is made of staff, space and most resources to offer well organised sessions. Staff have an understanding of health and safety issues, but would benefit from working to their own Health and Safety policy and procedures. They ensure appropriate measures are in place to protect children and supervise them at all times.

The preschool offer a range of activities to promote all areas of development with key worker groups organised to focus on aspects of the different areas of learning. Staff encourage children to think, make decisions and to develop independence. They interact with interest and enthusiasm ensuring all children are included and their individual needs met. Behaviour is managed consistently and well with staff offering lots of encouragement and praise for good behaviour and achievement.

Parents are pleased with the provision and their children are happy to attend. They have access to the group's policies and procedures. There is, however no procedure in place at present for keeping parents informed of their children's progress. Some documentation requires updating to include additional information.

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

At their last inspection the preschool agreed to meet 29 actions raised. They have addressed all the actions satisfactorily.

At their last additional visit the preschool agreed to produce and implement a system for ensuring children have access to a suitable range of books, to ensure accessible plug sockets are made safe and to develop a system for recording of incidents. The book corner has been extended slightly to offer a few more books, however children's choice is still limited. All plug sockets are now protected with safety covers. An incident book is now in use.

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

- Good use is made of staff, space and resources to ensure a warm and welcoming environment and well organised sessions.
- The children experience a range of activities to promote all areas of development. Key worker groups are organised each session to focus on aspects of the different areas of learning.
- The staff offer children lots of opportunities to make decisions and to develop personal independence. They encourage children to discuss and question things. They respond with interest and enthusiasm.
- The staff include all children equally. They ensure appropriate measures are in place to meet individual needs and help children to progress.
- The staff manage behaviour consistently and well. They offer lots of encouragement and praise for good behaviour and achievement.

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

- organisation of books to ensure children have access to a sufficient choice;
- use of a health and safety policy;
- procedures to inform parents of their child's progress.

**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
5	ensure children can access a sufficient choice of books
6	produce and implement a health and safety policy
12	provide opportunities for parents to receive regular information on their children's progress

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

### How effective is the nursery education?

Bishops Hull Pre-school provides good quality provision which helps children make generally good progress towards the early learning goals. Children are confident, well behaved and forming good relationships with staff and each other.

Teaching is generally good. Staff work well together as a team, providing good role models. They extend children's vocabulary and understanding of the word around them through planned and every day activities. Staff make good use of space and resources available to provide a range of learning experiences. However opportunities are missed to extend children's understanding in some aspects of maths, and opportunity for children to develop writing skills is limited. The system used to record children's progress does not inform future planning.

Partnership with parents is generally good. Parents are informed about the setting through a comprehensive prospectus. They share what they know about their child using an Initial Child Profile sheet. Parents are welcomed into the group to help during sessions. Children's progress is shared with parents, however this is only on an informal basis.

Leadership and Management is generally good. Staff have clear roles, and are supported by the committee. Staff training needs are assessed and staff are encouraged to attend relevant courses to improve in their role. Staff seek advice, and are well supported by Early Years Advisors. Use of progress records, and evaluation of planned activities could be improved to enable effective planning for each child's next stage of development.

### What is being done well?

- Children's personal and social development is very good. They are developing positive relationships with staff and each other. Children are confident, well behaved, and show an awareness of what is expected of them.
- Staff provide a good range of activities to help children learn about themselves, and the world around them.
- Children use their imagination to express themselves through a range of creative activities
- Staff regularly extend children's vocabulary through positive conversation, and planned activities.
- Staff make good use of time and resources to provide learning experiences in all areas of learning

**What needs to be improved?**

- Use of assessment of children's progress, and evaluation of activities, to inform future planning for each child's next stage of development.
- Opportunity for children to develop writing skills
- Opportunity for children to calculate

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

The pre-school has made generally good progress since the last inspection.

All staff are involved in planning activities that relate to the six areas of learning in the Early Learning Goals. The supervisor has attended a course in planning.

Staff deployment is effective, and the use of a floor plan now clearly shows how space is used to offer a range of activities.

Opportunity for children to learn new vocabulary has improved, staff extend children's vocabulary through positive conversation and planned activities.

Children are regularly encouraged to count and are learning about shape, however, there is still a lack of opportunity for children to calculate in either planned or everyday situations.

Children's opportunities to develop writing skills are still limited.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are well behaved and know the routine. They wait patiently to take turns, share equipment, and are keen to help tidy up when asked. Children have good relationships with staff and each other, they confidently speak in a group about themselves or events outside pre-school.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress. They are developing language to negotiate in play and real life situations. Children are learning a range of vocabulary through positive conversation with staff and planned activities, topics and story time. Children enjoy stories and join in with enthusiasm. They are beginning to recognise their written name, however there is limited opportunities for children to practice writing skills, or attempt writing for a purpose in everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. Staff exploit many opportunities for counting through everyday activities such as circle time, and numerals can be seen in the form of displays and puzzles. Children are learning the concept of shape, pattern and measure in a variety of planned activities, like cooking, construction and comparing with mirrors. However there is a lack of opportunity for children to calculate either in planned or daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. They are learning skills in constructing with a variety of equipment such as duplo, mobilo, and modelling with boxes, and dough. Staff provide, and allow children to explore fully, a range of materials using their senses. Children are learning about themselves, how other people live, and the natural world about them. Staff plan a range of interesting topics and activities like 'growing', 'Mothers and babies, and learning about different countries.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. Children move confidently around the room, choosing activities demonstrating a sense of spatial awareness, and consideration for others. Children are developing skills in using a range of tools and equipment, to help them construct, create and explore. However there is limited opportunity to access large equipment such as climbing frames.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress. Staff provide opportunities to explore a range of media and materials in activities such as water, sand, and rice tray, cooking, construction, and craft activities. Staff encourage discussion regarding colour at every opportunity. Children use their imagination in many situations such as dressing up, miniature world, story time, painting and craft activities.

**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 the assessment system of children's progress, and evaluation of planned activities, so that it informs future planning for each child's next stage of development
- increase opportunities for children to develop writing skills through planned and everyday activities (Key issue from last inspection)
- increase opportunities for children to calculate (Key Issue from last inspection)

*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.*