



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148691

DfES Number: 515060

### INSPECTION DETAILS

Inspection Date	01/07/2004
Inspector Name	Elizabeth, Claire Price

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The University of Reading Pre-School
Setting Address	Employees Social Club 2 Earley Gate, Whiteknights Reading Berkshire RG6 6AU

### REGISTERED PROVIDER DETAILS

Name	The Committee of University of Reading Pre-School 26106A2231G
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### ORGANISATION DETAILS

Name	University of Reading Pre-School
Address	2 Earley Gate, Whiteknights Reading Berkshire RG6 6AU

## 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 University of Reading Pre-school has been registered for 30 years with the local authority and since 2001 with Ofsted. It is situated in a quiet area of the University Of Reading. The pre-school caters for children of staff and students of the University, places are also available for local families with no University connection. The pre-school is managed by a committee of parents.

The pre-school is held in the Employee's Social Club at Earley Gate and is open from 09:15 to 12:00, Monday to Friday term time only. The pre-school have the use of the large hall, kitchen, toilets and storage area. There is a large outdoor enclosed garden for the children to use.

The pre-school currently has 10 funded three-year-olds and 11 funded four-year-olds and a total of 28 children on roll. The group cater for children with special educational needs and English as an additional language.

The pre-school employs two members of staff who have childcare qualifications to Level three and one member of staff qualified to Level two, with two members of staff working towards Level two. A teacher is also employed on a part-time basis. Both the supervisors have current first aid certificates.

### How good is the Day Care?

The University of Reading Pre-School provides good quality care to children. The staff work well as a team and provide a bright, attractive, welcoming environment for the children. Staff undertake additional training regularly to update their skills. Toys and resources both indoors and in the refurbished garden, provide a good range for the children attending. All required documentation is available although some lacks the required details and up to date information.

Staff carry out regular checks to ensure children's safety, although some security measures require attention. Staff encourage children to be aware of personal hygiene and develop independence in their personal care. Staff have most required

measures in place to promote children's health and welfare. Parents and children's preferences are observed and healthy and nutritious snacks with drinks are provided. Children's individual needs are well supported by the staff team and all children are treated with equal concern.

The staff organise and plan a good range and balance of interesting and stimulating activities for the children. The children approach adults readily for help and information and receive prompt attention by caring staff. Staff interact well with the children and use praise and encouragement appropriately to develop positive behaviour. Children co-operate and behave well as a result of the methods used.

Parents are welcomed in the pre-school and encouraged to discuss their child's progress with staff. Staff are open and approachable sharing information on children's progress and encouraging parents to discuss any concerns. Parents have access to all policies and procedures and receive an informative prospectus at registration and regular news letters throughout their child's time at the pre-school.

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

Not applicable

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

- The provision of a wide range of interesting and stimulating activities to the children which help them progress in all areas. The well resourced and researched role play provided by staff ensures children's play, imagination and confidence develops well. Children are happy, interested and entertained throughout the session.
- Staff are organised and work well as a team to support the children and attend to their individual needs and welfare. Children are encouraged to be well behaved by the warm, friendly interaction, good role models and positive behaviour management used by staff.
- The pre-school premises and garden provide a welcoming, bright and attractive environment for both the children and their parents. Space is well organised to provide changes of environment with quiet areas, messy play areas and open access to outdoor play weather permitting. This encourages children's independence and curiosity whilst developing their confidence in their own abilities.
- Good liaison with parents ensures staff are aware of children's individual requirements and dietary needs. Children are provided with healthy snacks, and drinks are readily accessible. The detailed information given to parents at registration and throughout the time their child attends, ensures they are kept well informed and involved. Staff are open and approachable sharing information on children's progress and encouraging parents to discuss any concerns.

### What needs to be improved?

- documentation, to ensure that all records are kept confidential, policies and procedures relate to Ofsted as the registering body and include the statutory duties of the group in the uncollected child procedure supplied to parents
- the register of attendance to show the times of entry and exit for staff and children
- the security of the premises and the garden to ensure children are unable to leave unsupervised and to prevent unauthorised access
- the first aid box to ensure the contents comply with Health and Safety (First Aid) Regulations.

### 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
14	Include in the register of attendance the times of entry and exit by staff and children.
6	Make sure that the garden is secure and that children are unable to leave unsupervised.
7	Ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations.
14	Ensure that all records relating to sessional day care activities maintain confidentiality and include reference to Ofsted as the registering authority.

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

### How effective is the nursery education?

The University of Reading Pre-School provides acceptable standards of education and is of good quality. Children are making generally good progress in three areas of learning and very good progress in creative development, personal, social and emotional and communication, language and literacy. Children have positive attitudes to learning and are enthusiastic to try new activities.

Teaching is generally good. Staff have a secure knowledge of the early learning goals to promote children's learning shown by activities planned, and observed and through discussions with staff. They demonstrate and explain activities to children and consolidate learning with good questioning. Some aspects of the provision for mathematics, knowledge and understanding of the world and physical development are not promoted fully and learning opportunities are missed. Staff manage behaviour very well, show consistent interest and involve themselves in children's play at child level. Staff make ongoing assessments of children's learning although these are not used formally to plan for the next step. Children with special educational needs and English as an additional language are well supported by staff.

Leadership and management are generally good. The teamwork and close working relationships are a strength of this group. The manager shows clear leadership, commitment and enthusiasm for the continual improvement of the provision for education. Regular and ongoing evaluation of the provision of education for the children by the staff team supports continual improvements.

Partnership with parents is generally good. They are well informed and regularly consulted about the pre-school, its routines and activities, although there are limited opportunities to formally contribute knowledge of their child's development. Parents are encouraged to share in their child's learning at home and receive regular updates on current themes via the half termly newsletters.

### What is being done well?

- The provision and planning of a wide range of creative resources which are used well to promote several areas of learning for children, and provoke children's imagination, interest and questions in the world around them.
- Staff have a secure knowledge of the foundation stage and use effective planning of the activities to promote children's learning and assess their progress in the early learning goals. They work closely with the children to support their learning, and ensure activities are adapted or extended to provide for children's individual developmental stage.
- Children co-operate well with adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use

effective methods of positive behaviour management, praise and encouragement to develop children's self esteem and promote good behaviour.

- Staff encourage and promote children's vocabulary with good questioning techniques and conversation. Children are confident and express their ideas well, with good communication skills. They have a developing understanding of sound association and letter recognition and enjoy stories, songs and rhymes.

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

- the opportunities provided for children to develop their skills in construction and hand eye co-ordination with free access to suitable tools
- staff use of opportunities provided in planned activities to promote children's understanding in aspects of mathematics, for example shape and size in a junk modelling activity
- evaluation of children's progress needs to inform planning and provide information on the next step for individual children
- the methods used to further encourage parents to share information on their child's learning and progress at home. This to aid planning for children's progress and provide a fuller picture of the child's stage of development.

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

The pre-school have made generally good progress since the last inspection. The staff have all attended training to become familiar with the Foundation stage and have implemented their training when planning and evaluating the provision of education to the children.

Additional resources and displays of positive images have been added to promote children's understanding of other cultures and images. Parents are also encouraged to share their skills and experiences. The group have developed documentation to encourage parent's contribution to their child's record of progress. These have not been used to record verbal discussions with parents, as a tool for planning for individual children. This is an issue carried over.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have positive attitudes towards activities and learning and are enthusiastic to try new ideas. They have developing concentration skills, listen well at small and large group times and express their ideas confidently to adults and each other. Relationships and behaviour are good, and children share and co-operate well with staff and each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a developing awareness of sound association and show great excitement when they recognise letters in their name and sound them out. They use language well to negotiate and express their ideas and enjoy stories, songs and rhymes. Children confidently find their name cards and are beginning to understand that print carries meaning. They make recognisable efforts to write their names in their play and on their work, some with appropriate upper and lower case letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in everyday situations and are confident to use mathematical ideas and methods to solve practical problems. Most children are confident to count up to and beyond ten and recognise number labels from one to nine. There are good activities to extend the children's understanding of matching and comparing numbers. The opportunities available to promote children's understanding and comparison of shape and size are not used to full advantage for example in junk modelling.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident users of technology in everyday activities and show familiarity and expertise with the computer. They talk with confidence about personal events in their own lives and are becoming aware of different cultures and traditions. Children experience a good range of activities to learn from first hand experiences. Children have insufficient opportunity to develop their own ideas and skills in construction of three dimensional models using a variety of tools.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good co-ordination and confidence in movement and manoeuvring skills around the room. They have a growing understanding of spatial awareness for themselves and others. Children are confident in their personal care and show an awareness of good hygiene. They show enjoyment in their use of the large scale outdoor climbing equipment and slides. Children have insufficient opportunity to freely access a range of tools to develop their co-ordination and manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good range of creative resources and have opportunities to explore a variety of media and materials. They express their ideas freely through a range of well researched activities and resources, promoting their imagination in the air travel and transport theme. Children are enthusiastic about movement to music and enjoy singing familiar songs and rhymes.	
<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**

- provide more opportunities for children to develop their skills in construction and hand eye co-ordination with free access to the appropriate tools
- ensure available opportunities are used in planned craft activities to promote children's understanding of mathematical concepts
- evaluate assessment of children's progress to inform planning and provide information on the next step for individual children
- develop the methods in place to encourage parents to share information on their child's learning and progress at home.

*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.*