



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226290

DfES Number: 584302

### INSPECTION DETAILS

Inspection Date 24/06/2004  
Inspector Name Mark Evans

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Queniborough Pre-School Partnership  
Setting Address c/o Queniborough Primary School  
Coppice Lane  
Queniborough  
Leicestershire  
LE7 3DR

### REGISTERED PROVIDER DETAILS

Name Queniborough Pre-School Partnership 1097613

### ORGANISATION DETAILS

Name Queniborough Pre-School Partnership  
Address c/o Queniborough Primary School  
Coppice Lane  
Queniborough  
Leicestershire  
LE7 3DR

## 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

Queniborough Pre School Partnership was first established in 1997. The Partnership is situated on two sites, one at Queniborough Primary School and one at the Queniborough Village Hall. Children attend both sites on a structured rota system.

The village hall site operates on four sessions, Tuesday to Friday, from 09:00 to 12:55, term time only. Children have access to a large hall and side room with toilet facilities situated in the entrance area. There is a fully enclosed outdoor play area situated at the rear of the hall.

The primary school setting operates Monday, Tuesday, Wednesday and Friday, from 09:00 to 12:55, term time only. Children are accommodated in a classroom area and have access to nearby toilet facilities. There is an outdoor play area for children's physical play and activities. Regular visits are made to the reception class for those children who are to continue at the primary school.

At present, the village hall and school site jointly have 52 children on roll, 18 of whom are funded three-year-olds and 21 are funded four-year-olds. Staff within the setting have experience of providing care and education for children identified as having special educational needs. There are no children currently attending who are identified as having special educational needs or who speak English as an additional language.

There are 11 members of staff employed within the partnership who work at both sites on a structured rota basis. All Persons in Charge hold a level three qualification and seven other staff also hold a relevant level three child care qualification. The setting is a member of the Pre-school learning Alliance and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Queniborough Pre-school Partnership provides satisfactory care for children. The village hall premises are welcoming, light and airy with good use of space to provide

a variety of activities. The staffing ratios allow for good numbers of staff to children. There are resources and activities that promote positive images of diversity. Documentation is generally satisfactory however there are some omissions.

Most aspects of safety were satisfactory, with the exception of children's access to stage area. There are established arrangements for first aid and records are kept for any accidents that may occur. Consideration is given to promoting healthy eating and any individual dietary needs of children are accounted for. The policy for child protection is not in line with the local Area Child Protection Committee procedures and staff's knowledge of child protection procedures was judged to be insufficient.

The staff have positive relationships with the children and this helps to foster co-operative attitudes. Adults within the setting are caring and attentive to the needs of the children and show interest and value what they say and do. Children's behaviour is managed effectively, using praise and encouragement to promote good behaviour and self esteem.

The setting has a positive and constructive attitude towards working in partnership with parents and has established methods of communicating, including regular verbal exchange, notices and newsletters. There is a written complaints procedure, however, this did not provide information on the regulator. Confidential records are kept in order to have relevant contact details, to meet the individual care needs and to monitor children's development.

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

At the last inspection the setting agreed to develop an action plan detailing how and when qualification standards will be achieved. A number of staff have completed level three training, with most staff now holding a relevant child care qualification. This provides children with adult care, which is knowledgeable and experienced.

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

- There are good staff to child ratios, which gives the children sound adult support and a secure environment.
- Children display good levels of behaviour and were regularly encouraged with their activities and praised for their efforts, supporting their social development and self esteem.

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

- safety, with regard to children's access to stage area
- operational procedures for the safe conduct of any outings
- records of any visitors
- the written complaints procedure so that it includes the address and telephone number of the regulator, Ofsted

- staff's knowledge and understanding of child protection issues and the child protection statement so that it complies with local Area Child Protection Committee procedures and includes procedures to be followed in the event of an allegation being made against a member of staff
- the system for registering children and staff attendance so that it shows their hours of attendance
- notification to Ofsted of any significant changes or events.

### 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
6	Make sure that the stage area is inaccessible to the children.
6	Ensure that there are operational procedures for the safe conduct of any outings provided and that a record of visitors is kept.
12	Make sure that the written statement that provides details of the procedure to be followed for a complaint includes the address and telephone number of the regulator, Ofsted.
13	Develop staff's knowledge and understanding of child protection issues and procedures and ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee procedures and that this includes procedures to be followed in the event of an allegation being made against a member of staff.
14	Ensure that the system for registering children and staff attendance shows their hours of attendance.
14	Make sure that Ofsted is notified of any significant changes or events.

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

### How effective is the nursery education?

Queniborough Pre-school Partnership provides good quality nursery education in a warm and welcoming environment, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have good supportive relationships with children which enhances their learning. They encourage and praise children for their efforts and achievements, which promotes good behaviour and self esteem. Staff organise the indoor resources imaginatively to provide an interesting learning environment. They have a satisfactory understanding of the Foundation Stage however they are not effectively involved in the planning and lack some awareness of learning intentions associated to an activity. Staff assess children's progress against the stepping stones and early learning goals, however, this is not effectively used to identify what children could usefully do next and link this into the planning of the curriculum. The setting has appropriate procedures to support children identified as having special educational needs.

The leadership and management of the pre-school are generally good. Improvement has been made in relation to the previous inspection and the supervisors showed a constructive approach to reviewing their organisation and to developing improvement. Staff are encouraged to undertake relevant training, however, there is no current appraisal system in place for staff development. The supervisors work directly with the children and provide good role models for staff and children.

The partnership with parents is generally good. Staff have developed positive relationships. Parents receive written and verbal communications from the pre-school linked to the educational provision and any planned events. There is currently no formal system, which involves parents more effectively in the assessment of children's progress.

### What is being done well?

- Children have good opportunity to make use of practical learning activities, to explore and study living things, observing why things happen and patterns of change.
- Children are provided with stimulating and interesting environments, which facilitate their play and learning.
- Staff have good supportive relationships with children, they encourage and praise them, promoting good behaviour, confidence and self esteem.

### What needs to be improved?

- use of observations to help identify what children could usefully do next and that planning takes account of this information
- staff involvement and awareness of planning and formulating of learning intentions to ensure that the implementation of the curriculum is fully effective
- opportunities for parents to have effective involvement in the developmental assessment process for their child
- opportunities for children to practice meaningful writing and write purposefully, including lists, stories and instructions.

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

Generally good progress has been made in tackling the key issue identified at the last inspection. This required the pre-school to develop planning of the curriculum to include what children are expected to learn from each activity. Plans now include this information for some activities however further development is required.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children interact co-operatively, they take turns and are keen to be involved in activities. Children's behaviour and consideration of others is generally good. Children initiate interactions with others; have confidence to speak within groups and have good relationships with adults and peers. There are some missed opportunities within the daily routines to further develop personal independence, for example at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show pleasure in books, they use them appropriately and enjoy adult read stories. They are able to use language effectively, for negotiating and expressing imaginative ideas within their play. Children can recognise their name, associate meaning to print and are developing phonic knowledge. Children sometimes attempt to write their name, forming recognisable letters. However, there are limited opportunities for children to attempt writing for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can count and recognise numbers up to 9 and above. They are using forms of mathematical language, for example, full/empty, big/little. Children engage in songs which help to develop knowledge of simple subtraction or addition by taking away or combining a group. They are gaining knowledge of shape, of preposition and are able to use sequencing. Sometimes there are missed opportunities for children to make comparisons and to estimate.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make use of practical learning activities, to explore and study living things and other materials, observing why things happen and patterns of change. They have a sense of place within their local environment and they are developing awareness of the cultures of other people. Children select materials to shape, join and construct. Children are making use of computers, which supports their learning in other areas. There are some missed opportunities to investigate how things work.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use different tools competently to shape, form, construct to their own design and express their imagination. They are able to move confidently around each other, showing good spatial awareness. They engage in healthy practices, including hygiene routines, healthy eating and physical exercise. Children use large equipment and develop their physical skills, although children based at the school site have fewer opportunities to do this.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination in role play activities, free painting and drawing. They explore colour and shape through a variety of resources. Children recall familiar songs and associated actions and move imaginatively to music. They respond in a variety of ways to effects on their senses. They experience different types of music, how sounds can be changed and rhythmic patterns.

**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**

- use observations to help identify what children could usefully do next and ensure that planning takes account of this information
- ensure that staff have clear understanding of the identified area of learning for focussed activities and that they implement the learning intentions
- develop a system, which provides parents with opportunities to have effective involvement and influence in the developmental assessment processes for their child
- increase opportunities for children to practice meaningful writing and write purposefully, including lists, stories and instructions.

*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.*