



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105848

DfES Number: 518607

### INSPECTION DETAILS

Inspection Date 21/09/2004  
Inspector Name Joyce Bowler

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cullompton Pre-School  
Setting Address Cullompton Pre-School  
Brook Road  
Cullompton  
Devon  
EX15 1DX

### REGISTERED PROVIDER DETAILS

Name The Committee of Cullompton Pre-School Management  
Committee 1029404

### ORGANISATION DETAILS

Name Cullompton Pre-School Management Committee  
Address Brook Road  
Cullompton  
Devon  
EX15 1DS

## 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

Cullompton Pre-School was first established in 1971 and operates from a prefabricated building in the grounds of Cullompton Community College. It provides full day care for 21 children aged from rising three to five years of age. Currently there are 52 three and four year olds who receive funding for nursery education. The group caters for children with special needs and those who have English as an additional language.

The building, which is situated in Cullompton Town Centre, consists of a large play room with integral kitchen area and a separate cloakroom and toilets. It is surrounded by an enclosed outdoor play area which has both grassed and paved surfaces.

The pre-school is open between 9:10am and 11:40am and 12:40pm and 15:10pm on weekdays during term time. A lunch club operates between 11:50 and 12:35 enabling the pre-school to offer a full day.

There is a total of thirteen staff. This includes two cleaning staff and an administrator. Five of the staff working directly with the children hold a qualification at level 3 standard. the remaining staff all hold a level 2 qualification or are working towards it.

The pre-school staff liaise with local authority pre-school advisory teachers and are members of the Culm Valley cluster group for early years providers.

Cullompton Pre-School achieved Pre-school Learning Alliance Accreditation in 2001 and have been recommended for re-accreditation in September 2004. The group achieved the 'Investors in Children' award in 2003.

### How good is the Day Care?

Cullompton Pre-School provides good quality care for children.

The organisation of the pre-school is good. With the support of the administrator, the

staff and committee have produced a comprehensive set of policies and procedures which underpins good practice at the pre-school. Good use of indoor and outdoor space and resources enables children to access a variety of worthwhile and interesting activities. Very good staff to child ratios allow for high levels of one to one attention.

The safety and care of children is good. Staff demonstrate a good use of risk assessment, fire safety procedures and the health and hygiene policies. Most checklists are complete. Staff follow the equal opportunities policy in practice and have high regard for children's individual needs. The planning of the sessions allows for children's specific interests and their age and stage of development.

An appropriate range of activities, books, toys and resources are available for children attending Cullompton Pre-School. Staff are friendly and attentive, creating a happy and co-operative atmosphere in the group. Behaviour management is consistent and appropriate for the children in the group. Staff use individual play plans to ensure that activities are tailored for children and that they are helping them to progress and develop. Stickers are offered as rewards for good work and behaviour. Staff use positive praise to raise and maintain children's self-esteem.

The partnership with parents is good. Staff are available at drop off and collection times for verbal feedback. A 'parent pack' is given to each new parent. This details the history, ethos and organisation of the group as well as all the policies and procedures. This partnership is continued by use of newsletters, information on notice boards and opportunities to help during sessions.

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

Not applicable.

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

- Good working practices and effective team working has been established between the committee, the staff and the administrator. Clear delegation of responsibilities enables each to concentrate fully on their roles. This results in good organisation, faultless record keeping and a skilled staff team who enjoy their job.
- Children benefit from settling in periods to ensure that they are happy and ready to learn. Staff give particular attention to children's individual needs and personalities to ensure that activities are meaningful and fun.
- Cullompton Pre-School values it's partnership with parents. Procedures ensure that parents are informed about the provision and their children. These include 'target' sheets for parents unable to come and talk to staff which show how children are progressing. Parents evenings and 'open week' are a regular feature of the pre-school year.

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

- the system to ensure the accurate maintenance of the first aid kit.

**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
7	implement a system to ensure the effective checking of the contents of the first aid box.

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

### How effective is the nursery education?

Cullompton Pre-School offers high quality provision which helps children make very good progress towards the early learning goals.

Teaching is very good. Staff demonstrate an effective knowledge of the Foundation Stage in their planned curriculum, implementation of activities and assessment of children. Individual play plans supplement overall planning. Staff use these to tailor the programme to children's specific needs and to build in challenges. Children are learning through play.

Staff interaction is very good. They work as a team, knowing when to intervene and guide and when to let children explore and play. Behaviour management is consistent and appropriate. Children respond to positive praise and encouragement. Assessment systems produce a clear picture of each child as they progress. Staff make useful comments on these records to inform future plans. Staff deployment and organisation of sessions is good overall. Snack time is less well organised, with opportunities to extend children's learning not being utilised.

Leadership and management is very good due to the establishment of good communication and teamwork. The staff, committee and administrator work together to assess and monitor the setting. Highly efficient business systems have been established contributing to effective organisation. Staff attend local cluster group meetings to ensure that they are up to date with early years practice. There is an excellent commitment to training which is evaluated and cascaded to all staff. Staff have regular appraisals and monitor and observe each others practice. The group demonstrates its commitment to improving the care and education for all children via maintaining an accreditation and their 'Investors in Children' status.

Partnership with parents is very good. An excellent range of information is provided. Staff operate an 'open door' policy, including the opportunity for daily feedback. This is supported with written assessment records.

### What is being done well?

- All staff demonstrate a very good understanding of the stepping stones and early learning goals. They plan as a team producing a well balanced curriculum.
- Staff have designed a programme for personal, social and emotional development which puts good emphasis on ensuring that children are happy and settled in the group in order for them to be able to develop and learn. Familiar routines and accepted codes for behaviour enable individuals to flourish in this well run pre-school. The provision for special needs is very good.

- Cullompton Pre-School values its partnership with parents. Good opportunities are available for parents to be involved with children's learning by staying during sessions, attending parents evenings and by accessing assessment records and talking to staff.
- Very good leadership and management combined with a very good quality of teaching underpin the effective Foundation Stage provision at Cullompton Pre-School.

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

- organisation of snack time

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

Cullompton Pre-School has made very good progress since the last inspection.

An action plan was drawn up to address three key issues relating to planning, assessment and the programme for communication, language and literacy. This has been monitored and evaluated as part of the pre-school's ongoing assessment procedure.

Staff agreed to develop planning. All plans now show the learning objectives and grouping of children. Individual play plans are detailed and relevant and particular reference is made to any special needs.

The assessment system uses the key worker record book as the basis for everyday observations and comments relevant to children's progress. All information is transferred to children's individual records and used to design play plans and form part of the 'record of achievement' which is maintained over a child's time at the pre-school.

The programme for communication, language and literacy now includes regular use of letter shapes and sounds. Children have daily opportunities to develop their emergent writing skills and they have access to books and games which include rhymes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to settle in and to become happy and familiar with routines at the pre-school. They are learning to form good relationships with adults and each other. Children are able to work well on their own and in group situations. They demonstrate enthusiasm and the ability to become engrossed in their play. They are learning personal independence and a good sense of community via topics which relate to their own lives, beliefs and cultures and to those of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have frequent opportunities to use language for communication, to express their thoughts and ideas, to listen and to respond in conversation. They are learning to be confident and fluent in discussion. Children are learning to link letter shapes and sounds and to recognise their names and other words. They are developing writing skills in everyday play situations. Examples of children's writing are displayed in the room. Children enjoy story time and regularly use the book corner.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from a good range of resources to support their mathematical development. They have access to planned activities which practice simple calculation and counting as well as incidental opportunities during play and circle time, for example counting children present and pieces of fruit at snack time. Children use maths language during play with construction toys, the train set and in the sand tray and are familiar with concepts relating to shape, size and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are enjoying learning about the world about them from activities which allow them to experience things at first hand. This includes hatching chicks in an incubator, observing ants, growing plants, finding out about the local environment and celebrating festivals. Topics relate to events in their own lives and they are learning a sense of time and place. Children have access to a very good range of technology including the computer, magnifying glasses and programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children benefit from a range of equipment to foster physical development. They have access to a wide variety of activities both indoors and out. They practice use of their large muscle groups on balancing and climbing equipment and developing fine motor control skills with a range of tools and materials. These include woodwork, threading and play dough tools, pens, cutlery and scissors. They are learning to pour their own drinks. Children are aware of hygiene routines and staying healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy expressing their creativity through a range of media. They have frequent opportunities to draw, paint, play and move to music, and immerse themselves in imaginative role play. Children at this pre-school demonstrate a impressive capacity for imaginative play. They enjoy dressing up and can become engrossed in small world play. Craft work is often produced to record their observations from nature, for example ants in the ant farm and the hatching chicks.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- consider a review of snack time to provide children with extended learning opportunities.

*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.*