



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127665

DfES Number: 518908

### INSPECTION DETAILS

Inspection Date 30/04/2004  
Inspector Name Virginia Cooper

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sutton Valence Pre-School Group  
Setting Address The Parish Rooms  
Chart Road, Sutton Valence  
Maidstone  
Kent  
ME17 3AW

### REGISTERED PROVIDER DETAILS

Name The Committee of Sutton Valence Pre-School

### ORGANISATION DETAILS

Name Sutton Valence Pre-School  
Address The Parish Rooms  
Chart Road, Sutton Valence  
Maidstone  
Kent  
ME17 3AW

## 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

Sutton Valence Pre-School opened in 1981.

It operates from two rooms within Sutton Valence Parish Rooms in the rural area of Sutton Valence, close to Maidstone. The pre-school caters for children from the immediate vicinity and surrounding villages.

There are currently 40 children from two to five years on roll. This includes 8 funded three-year-olds and 23 funded four-year-olds. Children attend a variety of sessions. The setting currently supports two children with special needs. There are no children currently attending the group who speak English as an additional language.

The pre-school is open daily from 09.30 to 12.00 noon, term time only. The pre-school operates a rising fives session for two terms for the children leaving to attend mainstream school.

Eight pre-school staff work with the children. Seven members of staff hold appropriate childcare qualifications.

The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Sutton Valence Pre-School provides satisfactory care for children.

The daily programme is well organised. Children are familiar with the routine and settled. All staff are clear about their roles and responsibilities and work effectively as a team. Staff are safety conscious and undertake regular risk assessments. There is however, some concern about the temperature of the hot water and the storage of spare chairs in the hall. Some of the policies and procedures need to be reviewed and updated. Children have been using a communal bowl to wash their hands after art activities but it is agreed that they will now use fresh running water. The Special Educational Needs Co-Coordinator has considerable experience and

arrangements are being made for her to update her skills and training.

The children relate well to their key workers and are keen to share their news and achievements with them. The children are provided with a good range of interesting, age appropriate activities that cover all areas of learning. They hold interesting conversations with staff and ask lots of questions, they often talk about their families. Children regularly play outdoors. Children with special needs are successfully integrated and supported, staff consider their individual needs carefully. All children have Individual Play Plans.

Parents are kept well informed about the provision and their child's development. There is a detailed prospectus, regular newsletters and a parent notice board. Parents are made very welcome at the group and often help at sessions. There are consultations held every term when parents are able to view their child's records and discuss their progress.

Observations are carried out on all children and parents are able to see their child's profile records at any time. Parents approach staff easily at the end of each session and exchange information verbally.

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

The staff knowledge and understanding of the National Standards has improved.

An outdoor play area has been developed with the help of parents. A safety surface has been laid to allow children to use the area in most weathers.

The policy and procedures for administering medication have been reviewed and a medication record book has been purchased.

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

- The daily activities are well organised and staff work effectively as a team.
- Children are provided with a good variety of age appropriate activities. Staff regularly hold interesting conversations with children whilst they play and learn.
- Children are given lots of praise and encouragement and staff notice when they are kind to each other.
- Parents are made very welcome at the group and regularly help. They are kept well informed about the provision and their child's progress and development.

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

- the protection of children from hot water and stacked chairs
- the procedures for hand washing after craft activities

- the policies and procedures in some areas require reviewing and updating
- the accessing of training for the special needs co-ordinator.

### 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 must take the following actions by the date shown

Std	Action	Date
13	Review and update the Child Protection policy and ensure that procedures to be followed in the event of allegations of abuse and neglect are included.	14/06/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that the temperature of the water is regulated to prevent children being scalded.
6	Display the guide to laws on Health and Safety produced by The Health and Safety Executive.
6	Ensure that stacked chairs do not pose a safety hazard for children.
7	Consider issues of cross infection when washing hands after craft activities.
7	Ensure that accident records are sufficiently detailed.
10	Access appropriate training for the Special Needs Co-Ordinator.
14	Review and update some policies and procedures.

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

### How effective is the nursery education?

Sutton Valence Pre-School Group provide a stimulating learning environment for the children, enabling them to make generally good progress towards the early learning goals.

The quality of the teaching is generally good, children are provided with a range of interesting activities that allow them to use a good range of resources. Staff are familiar with the Curriculum guidance for the foundation stage and seize opportunities to progress children's learning with skilful questioning. Opportunities to practice more complex calculations and total self selection for some activities are areas that can be developed. Assessment records are used to good effect to determine children's next steps. All children have an Individual Play Plan. Children are clear what is expected of them, they are given lots of praise and encouragement. Children and staff regularly hold interesting conversations, children ask lots of questions, staff listen carefully and provide them with satisfying answers. Children with special needs are well supported.

The leadership and management is very good. The group is committee run but the supervisor takes responsibility for the day to day management. Most staff are qualified and regularly update their knowledge. The staff are an effective team who work well together. They are all aware of their roles and responsibilities. They hold regular staff meetings and continuously monitor and evaluate their practice, and look for ways to improve the service.

The partnership with parents is very good. They regularly help at the group. Parents are kept well informed about the provision and their child's development. They receive a prospectus and the policies and procedures are always available; there are regular newsletters and a parent notice board. They are consulted each term about their child's development and look at their child's assessment records. They are able to contribute to their children's records. Parents communicate easily with staff.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and form good relationships with peers and adults.
- The children are read to regularly, they enjoy stories and staff are encouraging them to have a love of books for pleasure and for finding information.
- Parents are provided with lots of information about the provision and their child's development and achievements. They often help at the group.
- The staff work well as a team and the daily organisation is good, they review their practice and make changes as necessary. The management encourage

staff to update their qualifications and training.

**What needs to be improved?**

- the opportunities to include mathematical concepts especially calculation and problem solving throughout the session, in addition to planned activities
- the opportunities for children to become familiar with, and independently choose, appropriate tools and materials from the outset to complete self-chosen projects.

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

Progress since the last inspection is very good. Children are encouraged to discover how things work and why things happen through investigation and experimentation while they play. Staff are skilled at providing opportunities for children to ask questions, the staff reply to them with explanations they understand.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are absorbed in their activities, they are happy to work independently and co-operatively with their peers. Children are able to share and take turns. They are familiar with the routine and able to organise themselves. They sit and concentrate when appropriate and are able to listen attentively. Their behaviour is good, staff are attentive and offer lots of praise and encouragement. Children are confident and express their ideas, news and achievements; they regularly talk about home.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations with staff and each other. They explain their ideas and make themselves understood about what they want to do. Most children recognise their name and they are becoming familiar with letter sounds. The book corner is popular, children are encouraged to use books for pleasure and information; they join in with familiar stories. Some children can write their name or some of the letters, there are opportunities provided to practice these skills whilst they play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count competently and are given lots of opportunities to practice these skills. They are introduced to different shapes and their correct mathematical names. Children undertake measuring activities and are encouraged to make comparisons about size and shape. Children are encouraged to make simple calculations, but staff miss opportunities to develop problem solving skills and include more complex calculations for mathematically able children. Children enjoy pattern making activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff plan activities to help children take an interest in the world about them, they are currently exploring space travel. Children experiment and take an interest in how things work. They undertake activities that explore the past, present and future. Children require more opportunities to become familiar with the properties of different materials and to be able to choose for themselves appropriate resources and tools for self-chosen projects. Children enjoy celebrating a variety of festivals.

## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with control and understand how to move safely. They enjoy music and movement. Children learn about healthy lifestyles, the importance of a good diet and how their bodies work. They regularly play outside, use a climbing frame, slide, a trampette and bikes. The children are practiced with play dough and imaginatively use this to make a variety of objects using different tools. Scissors are usually only available for planned activities. Staff sometimes help prematurely.

## CREATIVE DEVELOPMENT

Judgement: Generally Good

Children undertake a variety of art and craft activities using different materials, but this is often an adult led activity where the resources are provided for them. They do however experiment freely with paint most days, they are encouraged to mix the paint to discover what colours they make. Most children know their colours. Children enjoy making music, they explore tone, pitch and rhythm. The children are absorbed in their small-world and role-play, they love to dress-up and make believe.

**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**

- ensure that all children are sufficiently challenged in Mathematics, especially calculation and problem solving
- improve staff ability to recognise opportunities to include mathematical concepts, especially calculation and problem solving throughout the session in addition to planned activities
- provide more opportunities for children to become familiar with the properties of different materials and equipment
- provide more opportunities for children to choose for themselves the appropriate tools and resources they will need to complete a self-chosen project.

*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.*