



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253920

DfES Number: 512213

### INSPECTION DETAILS

Inspection Date 23/01/2004  
Inspector Name Patricia Webb

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care  
Setting Name Pedmore Pre-School / Pedmore Activity Club  
Setting Address Pedmore C of E School  
Hagley Road  
Stourbridge  
West Midlands  
DY9 0RH

### REGISTERED PROVIDER DETAILS

Name Pedmore Child Care Ltd.

### ORGANISATION DETAILS

Name Pedmore Child Care Ltd.  
Address 35 Redlake Drive  
Stourbridge  
West Midlands  
DY9 0RX

## 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

Pedmore Child Care Ltd has been registered since 1993. There are two facilities within the organisation, the Preschool for children aged 3-5 years and the Activity Club for older children up to and including year 6. The provision operates from a mobile unit within the grounds of Pedmore Church of England Primary School. The school is sited on a main road in the Pedmore area of Stourbridge.

The setting comprises of two main rooms with an entrance foyer. Toilet facilities are situated in the main school building. There are two fully enclosed outdoor play areas.

There are currently 33 children on the roll of the Preschool, all of whom are funded. There are 12 funded four-year-olds and 21 funded three-year-olds and most children attend for five sessions. The Activity Club has 90 children on roll attending for a variety of sessions.

The setting supports children with English as an additional language and children with special needs. This work is assisted with additional input from the Special Needs service of the local authority.

The setting operates for term time only. The preschool is open Monday to Friday, 09:00-11:45.

The Activity Club runs Monday to Friday, 08:00-08:50 and 15:30-17:30.

Over half of the staff have relevant early years qualifications including Playwork. The preschool receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP). Pedmore Child Care Ltd is a member of the Preschool Learning Alliance.

### How good is the Day Care?

Pedmore Child Care Ltd (Pedmore Preschool and Activity Club) provides good quality care for children.

A committed staff team works diligently to offer a warm, welcoming environment where children are happy and secure. They settle quickly on arrival into a well-organised routine that is familiar and child-focused. Access to a wide range of resources and activities is planned to offer a high degree of self selection. All the relevant documents are maintained and available for inspection.

Staff are vigilant in ensuring children's safety. On-going risk assessments are carried out and used to minimize risks whilst still allowing children opportunities to work with tools such as knives under strict supervision, for example, when making vegetable soup. The children are encouraged to follow good hygiene practice and are aware of why they need to do this through interesting topic work that also emphasises healthy eating. Children with special needs are very well supported. Positive interagency collaboration assists in the delivery of an effective programme of care for individual children. The home language of some children is not often reflected within the setting.

Children are encouraged to learn through their play. The topics followed are inspiring and exciting, providing a stimulating environment where children are eager to participate. Flexibility within this curriculum allows staff to respond to situations and offer activities that enthral the children such as fetching in some snow and ice to investigate their properties.

Staff are calm and consistent in their management of children's behaviour. Simple achievements are praised and valued, promoting children's self esteem.

The setting fosters strong, positive relationships with parents maintaining a friendly and professional approach. Details regarding individual needs are recorded and reviewed regularly. Parents are encouraged to become involved with the topics their children work on.

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

Not applicable as no actions were set at the last inspection.

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

- Staff have developed a "café" style arrangement when preschool children have their snacks. This is very effectively organised, encouraging the development of children's independence. They can choose when they wish to take a break from their activities to have a drink and a 'chat' with their friends.
- There is a very detailed set of comprehensive policies and procedures in place for the smooth running of the setting with staffing ratios often exceeding the requirements. This allows staff to offer children individual support and attention when necessary.
- The topics followed are well-researched to offer interest and challenge to the children. They become absorbed in their play and many persevere at length with their chosen activity aided by the flexible routine employed.

- The children's behaviour is exemplary. They form strong positive relationships with their peers and the adults. Many children in the Activity Club also attended the preschool and delight in the familiar routine and environment even though they now attend full time school.

**An aspect of outstanding practice:**

The staff have developed their knowledge and understanding of inclusion for children with special needs. In-depth research into specific needs has raised their confidence and their awareness of the considerations to be made when planning the timetable of activities and making adaptations. They are professional in working with other agencies involved in individual children's learning and care in order to deliver a consistent and cohesive programme of development for the children and their parents.

**What needs to be improved?**

- the acknowledgement and representation of the home language of children for whom English is an additional language.

**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
9	Develop the acknowledgement and representation of home languages for children where English is an additional language.

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

### How effective is the nursery education?

Pedmore Preschool offers very good quality nursery education.

Children enjoy learning through a wide range of exciting and inspiring activities such as exploring the properties of snow and ice and investigating what constitutes healthy eating. Effective teaching helps children make very good progress towards the early learning goals.

Children thrive in a rich learning environment where staff have high expectations of what children can learn. Staff interaction is skilful and targeted as they know the children very well. Observations are carried out on individual children and on specific activities to determine how effective they are in developing children's learning. Staff discuss observations and individual children's progress regularly although it is not recorded formally. The staff team is looking to improve this although due to their knowledge of the children this does not hinder the planning for the next steps in each child's development.

All the children are constantly challenged and extended appropriately. Structured small group work is targeted specifically for the ages and abilities of the children. Their independence is fostered through inspired use of the routine and resources such as the café arrangement for snack time and the effective storage of activities enabling children to self select. Staff are committed to supporting children with special needs. They work closely with parents and other professionals involved with the children to provide a consistent programme of care and learning. Children's behaviour is very good with staff constantly praising simple achievements.

Much of the success of the setting is due to strong leadership and a dedicated staff team. This ensures a shared understanding of good early years practice and a commitment to ongoing staff development.

The setting works very positively with parents. They are well informed of the preschool ethos and receive detailed feedback on their child's progress.

### What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- A commitment to evaluating the daily routine ensures that children are presented with a stimulating environment that makes the most of the time and resources.
- Staff work well as a team to provide an interesting range of activities that is well balanced between structured work and child initiated activity. They offer positive role models, presenting a harmonious learning environment that

inspires and motivates children.

- A particular strength of the setting is its commitment to supporting children with special needs. Staff develop their own knowledge and skills to increase their confidence in ensuring that they meet children's needs appropriately.

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

- the recording of observation and assessment to effectively identify the next steps in children's development and learning.

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

The setting has made very good progress since its last inspection.

The opportunities for children to access writing easily are provided around the setting. A designated writing table is available as well as chalk boards and office type stationery for them to develop their writing skills.

A well organised book corner is available in both rooms offering a wide selection of books. There is a balance between fiction and fact and children have access to adult reference books to expand their knowledge.

The staff have identified areas for improvement and have been pro-active in reorganising routine to make the most of time and resources. This is evident in the introduction of the café style snack routine that allows more time for the children to engage in activities. It also develops their independence in choosing when and with whom they decide to have their snack, fostering strong friendships among the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and able to work on their own as well as in groups. They express their needs and ideas relating well to their peers and adults and often take the lead when adults are involved in their play. They become absorbed in their play and are secure in the knowledge that what they do will be valued and respected. They are developing an understanding of the different ages of people compared with themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are confident and fluent speakers, engaging easily in conversations with each other and adults. They develop their reading skills through linking letter sounds and absorbing themselves in books for pleasure and locating information such as the toys topic and celebrating different festivals. Children make marks and practise writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children count beyond ten with confidence. Good one to one activities extend individual children's understanding of addition and subtraction. Routines such as counting the children at circle time introduce them to calculating and comparing, for instance, the number of boys and girls. They develop an understanding of shape, space and measuring through everyday activities such as using a tape to measure the height and length of a child's junk model.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world developing their senses through activities such as examining snow and ice and growing flowers and plants. They access programmable toys and equipment and understand how some things work like the torch needing batteries to make it shine. Children develop a sense of the past through topics such as looking at toys across the years.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children negotiate equipment with ease and confidence and adaptations allow children of all abilities to participate. They understand how their body works and the effect exercise has upon their bodies. Children use a variety of small and large equipment with skill and dexterity.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express their ideas through art and craft and imaginative play. They make models and construct from a variety of found and natural materials such as junk modelling and calendars made from wood and leaves, fir cones and nuts. Children engage in role play that has a purpose and involves some interaction with adults often where the children take the lead.

**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:
- Improve the system for using observation and assessment to reflect the effective planning for the next steps in each child's learning.

*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.*