



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 145860

DfES Number: 515170

### INSPECTION DETAILS

Inspection Date 21/10/2003  
Inspector Name Jan Healy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Garrison Pre School  
Setting Address The Community Centre  
Firbank Crescent  
Warminster  
Wiltshire  
BA12 0BY

### REGISTERED PROVIDER DETAILS

Name Army Welfare Centre 1067692

### ORGANISATION DETAILS

Name Army Welfare Centre  
Address The Community Centre  
Firbank Crescent  
Warminster  
Wiltshire  
BA12 0BY

## 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 Garrison Pre-school opened in 1969. It is situated in the Community Centre on the army quarter on the outskirts of Warminster. The pre-school serves the army community, and is managed by a committee of Army Welfare representatives and parents.

The group is registered to care for 26 children from three to five years of age. There are currently 11 children on roll, which includes 8 funded children. Children attend a variety of sessions. The group supports children with special needs.

The group is open from 09.15 to 12.00 noon five days per week, term time only.

There are six members of staff, of whom four hold an early years qualification, and two are currently training. The group receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Garrison Pre-school provides satisfactory care for children.

Staff provide a warm, welcoming environment where space is organised to meet the needs of children. There are sufficient staff working directly with children, who are protected from adults who are not vetted. The premises are kept secure to prevent access from unwanted visitors. There are sufficient, suitable, safe toys, furniture and equipment available. All regulatory documentation is maintained and records are stored confidentially, although some lack detail.

There is an effective system for the safe arrival and collection of children. Staff promote the good health of children and take positive steps to prevent the spread of infection. Children have access to fresh drinking water and snacks are healthy and nutritious. Festivals are celebrated, and children have access to resources, which reflect positive images of culture, ethnicity, gender and disability. Staff have experience of working with children who have a special need, and share information

with parents regarding their progress. Staff have knowledge and understanding of child protection issues, but are unaware of the procedure to take if an allegation is made against themselves or a volunteer.

Staff are aware of the stage of development children have achieved, and are able to progress their learning. A suitable range of activities are available, but children lack independence during creative activities. Staff take a positive approach to the management of children's behaviour, and strategies are appropriate and applied consistently.

Parents speak favourably of the staff who keep parents informed of their child's progress.

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

Not applicable.

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

- Good use is made of space, and there are sufficient staff working directly with the children.
- Detailed records of children's progress relate to planning, and staff are aware of the stage of development children have achieved and are able to progress their learning.
- Staff provide a warm and welcoming environment, where space is organised to meet the needs of children.
- Festivals are celebrated, and children have access to resources which promote positive images of culture, ethnicity, gender and disability.
- Staff take a positive approach to the management of children's behaviour, and strategies for dealing with behaviour are age appropriate and are applied consistently.

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

- the registration system to show the arrival and departure time of children and staff
- children's independence during creative activities
- the equal opportunities policy, to show how inappropriate practices and attitudes are challenged
- the complaints procedure to contain the address and telephone number of Ofsted
- knowledge and understanding of the procedure to take if an allegation was made against a member of staff or volunteer.

**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
2	ensure the registration system shows the time of arrival and departure of children and staff
3	ensure children are given independence during creative activities
9	ensure the equal opportunities policy contains how inappropriate practices and attitudes will be challenged
12	ensure the complaints procedure contains Ofsted's address and telephone number
13	ensure staff are aware of the procedure to take if an allegation was made against themselves or a volunteer

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

### How effective is the nursery education?

The Garrison Pre-school is making generally good progress overall towards the early learning goals. In the areas of personal, social and emotional development, mathematical development, physical development and knowledge and understanding of the world children are making very good progress. In the areas of communication, language and literacy and creative development children are making generally good progress.

Teaching is generally good. Staff have good knowledge of the early learning goals and plan an effective programme for all six areas of learning. A good variety of activities is provided. There are only three year olds at present and teaching for them is appropriate apart from in some art work which is too directed and when staff draw outlines for them to fill in. Activities in other areas are more free and children make choices. Support for children with special needs is very good, children are given good individual attention and are supported well by the SENCO who monitors their progress. Behaviour is very well managed and children are well behaved. Staff use time well to include a good variety of activities and staff keep detailed records of children's progress which they use for future planning.

Leadership and management is very good. The leader gives strong leadership and in this transitory population manages to keep staff motivated and enthusiastic. She has been the only constant factor for many years. Staff take advice from the lead teacher for the area and from the area SENCO. They attend courses and network meetings and regular staff meetings. There is a determination amongst the staff to provide the best that they can and there is a very good team spirit which is well fostered by the leader.

Partnership with parents is very good. Parents receive good quality information about the setting and are invited to attend meetings where they are informed of their children's progress and how the group works in practice.

### What is being done well?

- Personal social and emotional development, children are developing independence and confidence.
- Mathematical development, children are able to experience many mathematical activities which lead to mathematical understanding.
- Knowledge and understanding of the world, children are able to investigate and learn about their surrounding area, they also use technology well to support their learning.
- Physical development, where children are able to explore space. They move confidently and use a good range of large and small equipment.

- Leadership and management is strong and the group are well supported by the committee.
- Partnership with parents is very good and parents support the group well.

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

- the children's freedom in creative activities. Some aspects of art work, where staff direct the activity too much and often draw outlines for children to fill in, restrict the children's learning.
- the children's opportunities for more regular practise of letter sounds;

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

The setting has made very good progress since the last inspection. Staff have managed to be more aware of the code of practice for special needs and the leader has an on-going programme to make sure that there is always somebody trained to be the Senco in case the present one is posted.

Children are now more independent, have more opportunities for selection and take responsibility in tidying away.

Children now have a wider choice of art activities, they take turns to tell stories and have weekly opportunities to dance and play musical instruments. Role play is now a strong element of the programme.

Practical mathematical problem solving is now a part of the mathematical programme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Personal social and emotional development is very good. Children are interested in all that is offered and they are developing self confidence and good self esteem. They are well behaved and staff encourage good manners. Relationships are good all round and children are developing independence and a sense of community. The group celebrate several different cultures and festivals throughout the year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication, language and literacy is generally good. Children are able to interact with the staff and staff extend language well. Role play is well used to extend language and for children to express themselves and write for a purpose. Children are able to recognise and write their own names and sing the alphabet. They have good opportunities to enjoy stories and show good concentration skills. However there are not enough opportunities to learn about letters and the sounds that they make.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The area of mathematical development is very good. Children are able to count and make mathematical patterns. They are able to sort for colour and size, compare size and talk about shapes. Everyday situations are well used to provide opportunities to solve problems in a very practical way. Children can also write their numbers and use a number line well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Knowledge and understanding of the world is very good. Children have opportunities to investigate and learn from real life experience as animals are brought in for the children to observe and learn about. They build models with construction toys and make 3D models with chosen materials. They talk about the weather and the days of the week and are able to use technology independently. They think about long ago as they discuss dinosaurs and celebrate festivals such as Christmas or Diwali.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The area of physical development is very good. Children have opportunities to climb and use a balancing beam. They are able to explore space as they run and jump in their very good outside area and are able to understand about staying healthy and keeping clean. They handle tools well as they play with dough and show developing skills with large and small equipment.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Creative development is generally good. Children have opportunities to use paint, print and make a collage. They have a good repertoire of songs and enjoy singing. They enjoy role play and this is well developed and well supported by staff. However some art activities such as making masks or witches hats are too directed by staff and the sometimes staff draw outlines for the children when children could do this themselves.

**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 art work is not too directed by the staff; remember that the process is more important than the end result
- give children more opportunity to practise letter sounds.

*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.*