



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113358

DfES Number: 513677

### INSPECTION DETAILS

|                 |                     |
|-----------------|---------------------|
| Inspection Date | 03/11/2003          |
| Inspector Name  | Jacqueline Crawford |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Sessional Day Care  |
| Setting Name    | Angmering Village Pre-School  |
| Setting Address | Village Hall, Station Road<br>Angmering<br>Littlehampton<br>West Sussex<br>BN16 4HH |

### REGISTERED PROVIDER DETAILS

|      |   |
|------|---|
| Name | The Committee of Angmering Village Pre-school |
|------|---|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | Angmering Village Pre-school  |
| Address | Angmering School<br>Station Road, Angmering<br>Littlehampton<br>West Sussex<br>BN16 4HH |

## 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

Angmering Village Pre-School opened in 1995. It operates from the main hall and self contained area of Angmering Village Hall. There is a fully enclosed garden available for outside play. Angmering Village Pre-School serves children from the village and surrounding areas.

There are currently 29 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 8 funded 4 year olds. Children attend a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

The group opens 4 days a week during school term times. Sessions are from 09:30 to 12:15.

There are 7 part-time members of staff who work with the children. The majority of staff are experienced, qualified or working towards NVQ3 or NVQ2. The staff are supported by a committee and the Angmering School. The setting also receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Angmering Village Pre-School provides a good standard of care for children.

The pre-school is bright and welcoming, with effective planning and routines which enable the children to feel settled and secure. The enthusiastic staff are working towards recognised early years childcare and education qualifications. Some staff are about to complete their training. The management and staff work extremely well as a team. They are guided by a set of policies and procedures, which they implement and understand. Records and documentation are clear and up-to-date.

Positive steps are taken throughout the provision to ensure children's health and safety. Staff recognise that a gate leading to the car park from the outside play area

is a hazard, they have obtained a suitable locking device. Staff raise children's awareness of personal care and hygiene practice well. They have knowledge of first aid, and act in the best interest of children at all times. Staff ensure that all children are valued and their individual needs are met. They are fully aware of child protection issues and procedures.

The children are happy, sociable and motivated. Interaction between the staff and children is extremely good. There is a good balance and range of toys, equipment and resources which are stimulating, fun and provide sufficient challenge to the children. However, children do not use the book area to its full potential. Consistent behaviour strategies are shared with parents and understood by the children.

There is a good partnership with parents, they are kept fully informed about their child's care and progress. They are provided with good information about the facility, and have access to the pre-school policies and procedures.

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

An action plan was drawn up when new management and staff joined the pre-school. The aim of the action plan was for all staff to hold relevant qualifications in early years care and education, and to seek advice and support from the Early Years Development and Childcare Partnership (EYDCP). The supervisors and committee have worked extremely hard with the support of the EYDCP, to improve the provision of early years education, to enable children to work towards the Early Learning Goals. The staff are enthusiastic and receptive to new ideas and recommendations. They have been working consistently towards NVQ levels 2 and 3 qualifications, which are now near completion.

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

- Staff are enthusiastic and working extremely hard to achieve the correct qualifications. They are receptive to change and recommendations. They have received support and taken advice from the EYDCP, and made considerable improvement to the planning, to enable children to work towards the Early Learning Goals. They are supported by a strong committee.
- Positive steps taken by staff to ensure children's safety in all areas, supported by the health and safety policies and procedures. The majority of staff hold a current first aid qualification and have attended child protection training.
- Staff understand and implement the equal opportunities policy well. All children are valued and welcomed into the group. A special needs trained member of staff provides appropriate support.
- The broad and balanced range of toys, equipment and resources, which are stimulating and provide sufficient challenge to meet the needs of all children. Staff act as good role models and interact very well with the children. They respond to children's interests and help them make progress in all areas of learning and development.

**What needs to be improved?**

- the access and use of books in the book corner
- the written complaints procedure.

**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   |
|-----|--|
| 5   | Consider improving the layout of the book corner.  |
| 12  | Include the address and telephone number of the regulator in the written complaints procedure. |

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

### How effective is the nursery education?

The provision for nursery education at Angmering Village Pre-School is generally good. Children are making generally good progress in all areas of learning, except for mathematics, which has significant weaknesses.

The quality of teaching is generally good. Sessions are well planned and organised. The programme of activities is varied and covers all areas of learning. Children are happy, interest and enthusiastic to learn. Resources can lack imagination and books are poorly presentation so do not attract or sustain the child's interest or offer sufficient challenge. Staff have a working knowledge of the early learning goal but lack confidence and expertise in some areas, this limits children's learning especially in most areas of mathematics and introducing new words. Children ask questions confidently, staff answer to the best of their ability. On occasions staff lack confidence and skills to use open-ended questions and respond to difficult questions, hindering children's learning. Children are praise, feel valued, their behaviour is good. Systems are in place to support children with special education needs. There is a basic but uninformative assessment system in place to record children's progress.

Leadership and management is very good. The supervisor works closely with the committee and staff team. She values their contributions. All staff are involved in planning and evaluation of activities. The new staff team lack confidence to divert from daily routines to take advantage of spontaneous situations to extend children's learning. Staff's individual training needs are identified and attendance at training is encouraged.

Partnership with parents is generally good. Parents are welcome to discuss children's progress with the staff daily. Present systems do not give parents sufficient detail about their child's progress, the Foundation Stage linked to how they can be involved in their child learning. Parents are welcome at the pre-school at any time.

### What is being done well?

- The leadership and management of the pre-school is very good. The supervisor, committee and staff team work well together to ensure the pre-school offers a happy and stimulating learning environment for the children. Staff are supported to identify their own strengths and areas for improvement. They are encouraged by the Supervisor and Committee to attend training events to extend their knowledge and understanding of nursery education and child development.
- Staff work well together as a team to provide continuity in their approach to teaching to support the children's learning. They enjoy playing with and being

involved in children's learning. Staff talk to the children and are interested in what they are say and do.

- Children are happy, secure and enthusiastic to learn. Relationships between the staff, children and parents are good.
- Children have access to a generally well-planned stimulating programme of activities that they enjoy and progresses their learning in most of the six areas of learning.
- Children are praise and encouraged. Behaviour is managed sensitively according to the age and understanding of individual child. Their behaviour is good.
- Children are confident speaker, ask questions, listen well to each other and instructions.

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

- the staff's knowledge and understanding of mathematical development and how to use their knowledge to extend the children's learning to ensure progression in all areas of mathematics;
- the staff's ability to use open ended questions and respond to the children's questions with confidence and knowledge, introducing new vocabulary;
- the assessment system, to ensure that:
- children's individual progress is sufficiently recorded,
- used to inform planning and identifying extension of activities to offer challenge for the older and more able children
- ensures children progression through the stepping stone towards the early learning goals
- shared with parents and carers;
- the use of resources for some activities to ensure they are inviting, offer challenge and are interesting to sustain the child's interest, especially the presentation of books, water and sand activities.

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

Since the last inspection Angmering Village pre-school has had a change of staff and philosophy. They have made generally good progress since the last inspection.

The provision has adequate activity planning and evaluation to support children's learning towards the early learning goals, but this does not always detail extension for the older and more able children.

Staff have sufficient knowledge and understanding of child development and the Foundation Stage of learning to ensure children progress and develop in most areas of learning. Mathematical development has significant weaknesses.

A strong, informed and enthusiastic committee support the Supervisor and her staff.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are friendly and polite to adults and each other. The older children are happy to help younger children. They share, take turn, are confident to make their own decisions and enthusiastic to explore and gain independence, although on occasions the older children lack opportunities to increase these skills. They choose from a range of resources selected by the adults. Children are able to resolve their own disputes and to consider the feelings of others. Their behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children take time to listen to each other and the adults. They follow instruction well. They are confident speakers and benefit from good opportunities to share their ideas at story time. They are learning the sounds of letters; take part in rhyming stories. On occasions opportunities to introduce new words are missed. Children have many opportunities to practise writing for a purpose and their names. They have access to a variety of books stored in boxes, but few take the time to do so.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have opportunities through daily activities and play to practise some mathematical concepts, such as counting, measuring, problem solving and numbers recognition. Children ask mathematical questions but staff's lack of knowledge in this area limits their response, therefore children do not always increase their mathematical learning and the more able children are not challenged. Children have few opportunities to practise simple calculation or develop an awareness of size and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using range of resources and activities to investigate, explore, look at features of living things, similarities and change, such as items on the nature table (leaves and magnifying glass) for the theme of Autumn. They learn about features in the place they live, discuss and recall past events during role-play situations. Children have insufficient opportunities to learn about the culture and beliefs of others. Children have access to a limited range of everyday technology.



**PHYSICAL DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children move confidently around the pre-school, showing a good awareness of space and others. Children make good use of the indoor space, as access to outside is limited to fine weather. Planning does not detail activities to support large muscle development. Children enjoy using the indoor climbing frame moving calmly with consideration for the safety of others. They use a range of tools and small equipment such as pencils, scissors and malleable materials with confidence and dexterity.

**CREATIVE DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children confidently enjoy recalling nursery rhymes and simple songs. Their interest in some activities such as sand, water, and easel painting is not sustained as the resources lack imagination, challenge and do not offer the opportunity to experiment, explore and extend learning especially for the more able child. Children work together in the role-play area (vets) to expressing their ideas, negotiate and compromise. The children are creative and organised activities develop these skills.

**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

- improve the staffs knowledge and understanding of all mathematical concepts especially all aspects of calculating, size and shape so to ensure that the children progress in this area of learning;
- improve the systems for assessment and recording children's progress so that it:
  - informs planning,
  - identify extension and challenge for more able children
  - ensures the children's progression through the stepping stone towards the early learning goals
  - is shared with parents and carers
  - ensure activities are planned and appropriately resources so that they offer interest for all children and challenge for the older and more able child.

*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.*