



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509942

DfES Number: 513421

### INSPECTION DETAILS

Inspection Date	27/05/2004
Inspector Name	Marian Bvumburai

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Eastfield Community Pre-School
Setting Address	Eastfield Primary School Eastfield Road Hull North Humberside HU4 6DT

### REGISTERED PROVIDER DETAILS

Name	Eastfield Community Pre-School 16052
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### ORGANISATION DETAILS

Name	Eastfield Community Pre-School
Address	Eastfield Primary School Eastfield Road Hull North Humberside HU4 6DT

## 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

Eastfield Pre-School Playgroup has been registered for a number of years. It is a committee run provision and is located within the school grounds of Eastfield Primary, to the West of Hull.

The pre school is registered for 26 children to attend at any one time for sessional day care. It provides care for children throughout the week, running 2 sessions a day, and is very well attended. Opening times are Monday/Wednesday/Thursday and Friday from 0915 - 1145 hours then 1245 - 1515pm. On Tuesdays, opening times are 0915 - 1145 hours.

There is a securely fenced and gated all weather play area, to the front of the building, separated from the rest of the school playground.

There are currently 68 children on roll and 65 of these are funded are in receipt of Education funding. There are 11 staff employed at the group, most of whom hold NVQ level III childcare qualification. The Manager with day to day charge of the group is qualified to Level 3 NVQ and has relevant experience. She is currently undertaking level 4 Early Years Childcare Studies.

### How good is the Day Care?

Eastfield Pre-School Playgroup provides good care for the children. The group is well managed and very organised. Children are offered plenty of learning and play opportunities. Leadership is strong and staff feel well supported by management.

Records kept are of high standard and easy to follow. Comprehensive policies and procedures are made available to parents, including a complaints procedure, currently under review. Additional copies are pinned up on the parents' notice board.

High standards of safety and hygiene have been maintained. Children are cared for in safe, clean and warm environment which is child friendly, with their work displayed on walls. The children are taught and encouraged to practice personal hygiene, and

most children wash hands routinely after using the toilet without being reminded.

Staff ensure that religious or any other dietary requirements are respected. Good hygiene procedures are in place and nutritious and healthy snacks and drinks are provided, with drinking water readily available and accessible to children.

Children's individual differences are acknowledged and valued with staff actively promoting equality of opportunity. Staff are aware of child protection procedures and share information in team meetings.

The broad range of resources, furniture and equipment are in good and safe condition, regularly checked for cleanliness and safety. The premises are secure and suitable for their purpose.

Children are well behaved, and staff are proactive in ensuring that all children are included, enjoy attending and their needs are met. Excellent systems are in place for supporting children with special needs, promoting their welfare and development.

Staff have developed good working relationships with parents, operating an 'Open door' policy, and regular feedback about the child's progress is given to parents.

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

At the last inspection, the group were given actions regarding safety and these have been addressed satisfactorily.

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

- Staff are proactive in ensuring that all children are included, enjoy attending and their needs are met. Excellent systems are in place for supporting children with special needs, promoting their welfare and development. For example, they work very closely with relevant outside agencies, and the designated staff member within the group demonstrate sound knowledge and experience, and has attended numerous courses.
- Relationships with parents are good and the group operate an 'Open door' policy, which has goes a long way in establishing trust. Parents receive regular feedback about the child's progress is given to parents.
- Records kept are of high standard and easy to follow. Parents are kept informed about the service and their child's progress, for example, comprehensive policies and procedures are made available to parents, and additional copies are pinned up on the parents' notice board.
- High standards of safety and hygiene have been maintained. Children are cared for in safe, clean and warm environment which is child friendly, with their work displayed on walls, helping them to feel valued, safe and confident.
- Children's dietary requirements for any reason are respected. Good hygiene procedures are in place and nutritious and healthy snacks and drinks are

provided, with drinking water readily available and accessible to children. Independence is promoted and children are encouraged to operate the child-size water dispenser when they want a drink.

- Children are well behaved and staff have high expectations of them. Staff are aware of child protection procedures and share information in team meetings. Policies and procedures are followed, and staff are consistent in dealing with behaviour management.

**An aspect of outstanding practice:**

Inclusion of children with special needs.

**What needs to be improved?**

- the 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
12	Make available to parents a revised written statement that provides details of the procedure to be followed if they have a complaint which also includes the regulatory body's contact details.

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

### How effective is the nursery education?

Eastfield Community Pre-School offers a warm, happy and friendly environment where children make very good progress towards the early learning goals. Children enjoy learning through a wide range of interesting and fun activities. Effective teaching helps children make very good progress in personal, social and emotional, mathematical and creative development, communication, language and literacy, knowledge and understanding of the world and in physical development.

The quality of teaching is very good. Staff work well together and plan and provide a variety of interesting and stimulating activities for children and respond well to children's individual needs. Planning covers all areas of learning and learning objectives and evaluations are clearly recorded. Staff are deployed effectively and they support children and value their ideas and positive relationships have been established. Staff's expectations of behaviour is high and as a result children are well-behaved.

Leadership and management is very good. The management committee are supportive to the manager and staff. The manager ensures the smooth day to day running of the group. Staff are aware of their responsibilities, and all work well together to improve the quality of care and education. A secure atmosphere is provided where children can develop good attitudes and enjoy learning. Regular staff meetings are held where training needs are identified and a formal appraisal system is in the process of being established. Partnership with parents and carers is very good. Staff have developed a good relationship with parents, also noted from lots of recent thank you cards from parents.

Parents receive regular newsletters and information regarding planned learning goals and themes and activities to support the intended learning. Parents are kept informed verbally of their child's achievements regularly and formal opportunities to exchange information about children's progress are offered twice a year.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and independent in their play and personal care.
- Children have good relationships with the staff and their peers.
- Behaviour is very good and children respond well to praise and encouragement.
- Staff make good use of the environment to encourage children's learning.
- Children use their imagination well to express themselves in play situations.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● Point For Consideration: the provision of more opportunities for children to practice mark making.</li></ul>



<b>What has improved since the last inspection?</b>
<p>The playgroup has made good progress in addressing the four key issues which followed their previous inspection.</p> <p>Very good progress has been made regarding planning. Clear goals for children's learning are identified, setting out long-term and short term plans, based on the DFE Curriculum Guidance. Themes and resources are available to support effective delivery of intended learning and a toy planning rota has been compiled.</p> <p>Generally good progress has been made to support early writing. A mark making area is provided, however, staff should consider providing the children with more opportunities to practice writing through a variety of means.</p> <p>Very good progress has been made in promoting children's independence. For example, children are given responsibilities such as helping to tidy-up, pouring drinks at snack time and giving out biscuits. Children pour their own drinks at the water dispenser and place used cups on the correct tray.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence and are interested in learning and participate well. They are able to work on their own and as part of a group. Children behave well, and are aware of the boundaries and respond well to staff's expectations. Children display a positive self image and are developing good personal independence skills. Children separate well and with confidence from carers. They are able to form and have good relationships with adults and their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to initiate and hold conversations with other children and adults. They listen to what others are saying and respond well to adult instructions and requests. Children know how to use books for enjoyment, handle them carefully and with interest. Children are beginning to hold a pencil effectively to form recognisable letters and some are able to copy their first name, however, more opportunities to write should be offered. Children are beginning to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in familiar contexts and can reliably count up to 10 and they all recognise written numbers upto 5 and some 4 year olds beyond that. Children are beginning to use language to describe shape, size, position and quantity. For example, one 3 year old child was able to sort and group same types of animals together, counting them and talking about their sizes. Children are gaining an awareness of addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are gaining an awareness of their own culture and beliefs and those of others, for example, children send postcards to the playgroup when they go on holiday, these are then used as a point of discussion, looking on 'My first map of the world' to see where they were in relation to home. The group discuss and celebrate a variety of festivals including those of other cultures. Children are developing skills in information and technology through the use of simple programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively in a variety of ways and are developing good skills when using large equipment. Children negotiate space well, observed during outdoor play as they took turns on the slide and bikes, and also indoors between activities. They manoeuvre with skill and control, showing good hand to eye coordination and use tools and materials appropriately, observed during the 'Hungry frog' game when they had to concentrate and release the lever just in time.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children express their ideas freely through a range of activities and use their imagination confidently. For example, a child made a birthday card for sister and also made an envelope. Children explore a range of media and materials and experiment with colour. Children joined in enthusiastically with coating the apples in melted chocolate. They understood the pieces of chocolate had been melted with heat in the microwave and that as it cooled, it hardened onto the apple.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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:*

- Consider providing more opportunities for children to practice mark making.

*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.*