



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 508006

DfES Number: 518812

### INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Abigail Langmead

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Clifton Street Pre School
Setting Address	Clifton St Social Hall Clifton Street Old Town Swindon SN1 3QB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Clifton Street Pre School
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### ORGANISATION DETAILS

Name	Clifton Street Pre School
Address	Clifton St Social Hall Clifton Street Old Town Swindon SN1 3QB

## 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

Clifton Street Pre-school opened in 1997.

It operates from one room, a kitchen, toilets and office in Clifton Street Social Hall. The nursery serves the local area.

There are currently 41 children from two to five years on roll. This includes 14 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. The group supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00. A lunch club also operates Monday to Friday.

Five full-time staff work with the children. Two have early years qualifications. Two members of staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

### How good is the Day Care?

Clifton Street Pre-school provides good quality care for children.

The setting is generally well organised to support the needs of the children. There are effective procedures for the appointing and vetting of staff and staff are highly vigilant about protecting children from helpers who are not vetted. Staff have a good understanding of the policies and procedures and work well together. They are able to access training on a regular basis. Documents are well maintained and there are good systems in place for the registration of children, staff and visitors. Staff provide a welcoming environment for children to learn and the room is inviting and well organised.

Staff take generally good steps in promoting children's safety within the setting. Risk assessments identify most hazards well. Staff have highly effective practices in

place to promote the good health of children, placing considerable emphasis upon preventing the spread of infection. Children with special needs are well supported in the setting. There is a wide selection of resources that promote equal opportunities and opportunities for children to learn about different cultures and beliefs. However, these do not always adequately reflect the backgrounds of children in the setting who are not always fully included during activities.

There are clear systems in place for the observation and assessment of children. Children are involved in a broad range of activities that promote all areas of development. Staff question children appropriately to help their thinking. Staff use a wide range of positive methods to manage the children's behaviour, resulting in children having a clear understanding of what is acceptable.

Parents are provided with generally good quality information about their children's progress. Staff work in partnership with parents to ensure that the children are well cared for. Parents are able to be involved with the setting through the well supported parents rota system.

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

The setting has made good progress since last inspection. Staff now obtain written consent from parents prior to giving medication. Any incidents in the setting are recorded. Children are unable to have access to rubbish sacks and the outside heater outlets due to staff putting up stair gates and locking the door from the main room to the outside area. Children are unable to leave the premises due to staff ensuring the front door is locked when children are inside and visitors using the door bell. Staff also stand at the door when parents drop children off and collect. This has resulted in much improved health and safety measures within the setting.

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

- Staff have a good understanding of policies and procedures and these are well implemented within the setting.
- Children have access to a wide range of stimulating resources and materials that helps them make good progress in all areas of development. Planning provides a good balance of structured and free play opportunities.
- There are positive relationships between children and staff. Staff support the children during play and question them well to help their thinking.
- The group has provided an inviting environment for children to play due to vibrant displays, art work and paintings.
- Staff have good hygiene practises and children's health is well promoted. Staff ensure the room is clean and well-maintained.
- Staff ensure that children with additional needs are fully included and work well with other agencies to achieve this.

**What needs to be improved?**

- staff deployment and risk assessment when children have access to the large climbing equipment
- parents access to policies and procedures and the complaints procedure
- the range of resources and staff knowledge to actively promote equal opportunities.

**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
6	Risk assess the use of the climbing equipment to ensure children are able to use it safely.
12	Include the regulators details in the complaints procedure and improve parental access to the setting's policies and procedures.

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

### How effective is the nursery education?

The provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching of children is generally good.

All staff have a good knowledge of the Foundation Stage curriculum and early learning goals. Staff carry out regular observations, assess children's progress and plan appropriately to help children make progress in most aspects of the six areas of learning. The Special Educational Needs Coordinator is very well informed and has effective arrangements in place to ensure that all children with special needs are included. Staff manage children's behaviour very well and children are well supported to try new experiences.

Staff are not fully confident in their approach to children learning English as an additional language. Some aspects of the curriculum are less well planned. Older children are not always sufficiently challenged during certain activities.

The leadership and management of the setting is generally good. The supervisor is professional in her approach and demonstrates strong leadership skills. She ensures staff work well together as a team. She is highly committed to evaluating the setting's provision in order to create improvements. Staff are not formally supervised and approaches for teaching children with English as an additional language are less well understood and implemented by staff.

The partnership with parents is generally good.

Parents are provided with good quality information about the setting. There are regular opportunities for parents to share what they know about their child. There is limited information provided to parents about specific topic themes and the learning expected from activities, and how parents can be more fully involved with children's learning at home.

### What is being done well?

- The supervisor has a clear vision for the group which is being effectively implemented. She is highly committed to improvement. Staff are well supported to work together as a team.
- Staff have a good knowledge of the Foundation Stage and early learning goals. They carry out regular observations, assess children's progress and plan well to help all children make progress in most areas of the curriculum.
- There are regular planned activities to develop children's writing skills.
- Children demonstrate good counting skills and basic shape and number

recognition due to staff teaching and planning.

- Children express ideas and feelings confidently within the group and are well supported by staff. Children behave well and staff are positive and consistent in their approach.

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

- opportunities for children to develop adding, subtraction and problem solving skills.
- opportunities for children to develop their ICT skills.
- staff's understanding of diversity and inclusion of children with EAL.
- opportunities for developing self-care and independence at snack-time.

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

At the last inspection the group were asked to:

1. Ensure that responsibilities for children with SEN and their families are assigned to staff, take account of the code of practice and ensure that arrangements are widely known in the group; and
2. Use a short period of time at the end of some session to provide opportunities for parents and carers to join in activities with the children.

The setting has a SENCO who has a very good understanding of the code of practice and has shared her knowledge with staff. Arrangements for supporting children with special needs are shared well with parents. Although the group attempted to involve parents at the end of the session this was not considered achievable or practical. However, the group does involve parents through the parents rota system allowing supported and structured participation in the setting.

Overall the setting has made very good progress since it's last inspection by improving support to children with special educational needs and through it's involvement with parents during the session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are motivated to learn and persist well with chosen activities. They show good concentration skills and confidence in talking within the group. Children are developing a positive sense of self as a member of different communities. They are able to confidently initiate interactions with others. Children behave well and respond to staff prompting positively. During snack time children are not able to develop independence by preparing snack and pouring drinks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children use language with confidence to express thoughts and ideas. They link sounds and letters well. Children are developing emergent writing skills well and some older children are able to write their own name. They enjoy looking at books and handle them carefully. Most children are able to recognise their own name. They enjoy listening to stories e.g. Chinese New Year on the day of inspection.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate good counting skills and basic shape and number recognition. They are able to compare size and quantity. Children are not able to develop adding and subtraction skills on a regular basis through everyday activities. They can recognise various sizes and are able to match similar items. Older children are not always sufficiently challenged during mathematical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate using wide range of objects and living things. They are able to make predictions about what will happen e.g. electricity activity on the day of inspection. Children construct using a wide range of tools and materials and demonstrate good eye-hand co-ordination. They can identify significant people and features of their environment and are developing an understanding of different beliefs and customs. Opportunities to develop ICT skills are not extensive.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and care for each other. They enjoy responding to songs with gestures and are developing a range of large muscle skills such as kicking, climbing and catching. Children have good eye-hand co-ordination and demonstrate increasing small muscle control through the use of a wide range of small tools. There are some opportunities for children to use movement to express feelings but the topic is not extensive.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to explore a wide range of textures and materials and describe feelings. However, they are not always able to select choose resources and materials independently to express themselves. Children enjoy singing songs and identifying differences in sound and rhythm on a regular basis.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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

- Key issues
- Extend opportunities for children to develop adding, subtraction and problem solving skills.
- Improve planning to provide more regular opportunities for children to develop their ICT skills.
- Develop staff's understanding of diversity to ensure that the needs of children with English as an additional language are more effectively met.

*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.*