



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309552

DfES Number: 523130

### INSPECTION DETAILS

Inspection Date 01/07/2003  
Inspector Name Harpal Thandi

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Lancaster University Pre-School Centre  
Setting Address Lancaster University  
Bailrigg  
Lancaster  
Lancashire  
LA1 4YW

### REGISTERED PROVIDER DETAILS

Name The Committee of Lancaster University Pre-School Centre

### ORGANISATION DETAILS

Name Lancaster University Pre-School Centre  
Address Lancaster University  
Bailrigg  
Lancaster  
Lancashire  
LA1 4YW

## 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

Lancaster University Pre-School Centre was first established in 1964 and following differing sites and venues, moved into the present premises in January 1994. The University is situated between the village of Galgate and the city of Lancaster and offers a full day care service for staff, students and family users from the local and wider communities.

The Pre-School Centre functions within its own purpose-built one storey building. Facilities comprise of 6 rooms in total: 2 crèches; 2 nursery rooms and 2 pre school rooms.

There is an adjacent outdoor play garden with specific self contained areas for the younger children and for swings and slides.

Registration is for a total of 120 children age 0 to 7 years of whom no more than 62 may be under 3 years; of these, no more than 30 may be under 2 years at any one time.

Operational times are Monday to Friday from 08:15 to 18:00 hours during term time and 08:15 to 17:30 hours in the holidays. The Pre-School Centre is open for 50 weeks in the year.

The Pre-School Centre caters for children with special needs and those who speak English as an additional language. Currently there are 44 three year olds and 36 four year olds who are in receipt of nursery education funding.

The Pre-School Centre is staffed by an experienced and qualified Manager and Deputy as well as a Senior Nursery Officer. There are 27 fully qualified Nursery Nurses as well as an Outreach Special Support Assistant. There are also clerical and domestic support staff.

The Pre-School Centre is a member of the National Association of Nurseries, Colleges and Universities as well as the Pre School Learning Alliance.

Support is gained from the Lancashire Early Years Childcare and Development Partnership.

### **How good is the Day Care?**

Lancaster University Pre-School Centre provides good quality care for children. The nursery is managed by an experienced and qualified manager. There are effective procedures in place for deputising and all staff are qualified. Staff work well as a team and develop good relationships with the children. The nursery environment is warm, welcoming and well planned out. There is a good range of toys and equipment available throughout the nursery although some attention needs to be given to how this is organised.

Staff have a good understanding of health and safety issues; regular risk assessments are carried out of the overall premises and there are procedures in place for staff to report any hazards. Staff promote and encourage good hygiene practices with the children and they are supervised well whilst sleeping. Parents have a wide range of choices in relation to the provision of food for their children, however the preparation time for meals can be better managed. All staff have received training in child protection and are aware of the policies and procedures to be followed.

Activities are well planned so there is a wide range of stimulating activities to meet all areas of learning. Regular observations and assessments are also carried out to ensure the children's needs are being met. All children have access to outdoor play. Staff interact in a positive manner with the children and have a good understanding of their needs. Effective procedures are in place for the identification of children with special needs and children with identified needs are integrated well into the nursery. Behaviour is managed in a calm, consistent and age appropriate manner.

There is an excellent range of written policies and procedures which are shared with parents and parental involvement in the nursery is actively encouraged. Written and verbal information is available on a daily basis to ensure continuity of care between the nursery and the home setting.

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

Not applicable.

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

- All staff are qualified and a good induction programme is in place which aids the nursery's overall organisation and operational procedures.
- Good procedures are in place for identifying any hazards, staff are aware of the recent changes made to the practice of fire drills due to the building work taking place.
- A range of choices are available to parents with regards to the provision of food, they can purchase a hot meal, bring a meal to be re-heated or a packed

lunch for their respective children.

- A good selection of appropriate resources are available for use including those reflecting diversity.
- Good integration of children with special needs, this was observed in the crèche and the pre school.
- Calm, consistent and age appropriate management of behaviour by staff, particularly noticeable in the pre school.
- Parents are made to feel very welcome into the nursery at any time, some see to the personal care needs of their own children. There is an area allocated specifically for parents.

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

- the storage space available in the crèche and nursery area
- the distribution of equipment throughout the nursery particularly in nursery areas 1 and 2
- the recording of accidents particularly in the crèche areas
- accessibility of drinking water for all children
- the management of time taken for the preparation of food to ensure that staff:child ratios are met at all times.

#### **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	ensure there is appropriate storage space and a balanced range of equipment in all rooms throughout the nursery.
8	ensure all children have ready access to drinking water and that staff:child

	ratios are maintained during the preparation of meals.
14	ensure all records of accidents to children are signed by parents.

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

### How effective is the nursery education?

Lancaster University Pre-School Centre offers very good nursery education. Children enjoy learning through an extensive range of interesting activities. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is excellent. Staff have a sound knowledge of the early learning goals and children's progression through the stepping stones. Staff are aware of their roles and responsibilities within all areas of learning. Very good organisation of time and resources enables both three and four year olds to make very good progress. Staff ensure that all children are treated as individuals which enables their needs to be identified and relevant support to be introduced. Children with special needs or behavioural difficulties

are very well supported within this setting.

The leadership and management of the setting is excellent. The manager and her deputy work closely with the staff team to ensure that there is a consistent approach to the delivery of the education and care of the children. Regular team meetings ensure that curriculum planning is in line with the needs of the children and the delivery of the early learning goals. Staff provide a balanced programme of activities which interest and stimulate the children. Induction and appraisal systems are in place for all staff and this ensures that training needs are identified and met.

The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Parents are well informed about the foundation stage and about the pre-school's activities and routines.

### What is being done well?

- The excellent commitment to staff training, for example in helping children with English as an additional language to integrate into the setting, and helping children learn early phonics. Staff supporting the children with special needs are very skilled in encouraging the children to participate in activities with the other children and to make individual progress.
- The promotion of a stimulating learning environment for all children with excellent planning of activities and use of resources. The children's individual development records show how children are progressing through the stepping stones and this informs future planning.
- The staff are skilled in managing children's behaviour. They have high expectations and have positive strategies in place for promoting good responses from the children. They provide a happy environment in which children learn through play and are developing self-confidence and

self-esteem as individuals.

- The excellent partnership with parents. There is a wealth of written information available for parents. Parents are encouraged to participate fully in their children's learning both within the setting and at home. Comprehensive information is sent home about the topic work, including new vocabulary to be introduced, and the wide range of festivals that are celebrated within the nursery are fully explained. There is an area within the pre-school building where parents can relax and this fosters a sense of inclusion.

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

- the range of books available for children in the purple room, and the ongoing availability of the book corner in the green room for children wishing to access books
- the level of teacher support for children at the maths tables.

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

There were no key issues arising from the last education inspection however two points for consideration were raised: to continue the high standards through constant evaluation using the self-appraisal schedule and the monitoring and evaluation procedures already in place; and, to keep abreast of current changes and be aware of further developments in early years education.

A clear action plan was put into place following the last inspection. This has been reviewed since it was first formulated. It is thorough in its approach and looks at areas of responsibility, cost and resource implications, required actions, monitoring, and how its success can be evaluated. The plan provides a very effective model for promoting the continuation of high standards within the pre-school.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They enjoy learning and are developing self-confidence and self-esteem through opportunities to be independent and to make choices for themselves. They take turns and are actively encouraged to be sensitive to one another's feelings. Children are interested and involved in the activities and can concentrate for extended periods of time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They are developing good listening skills, and enjoy story times, singing and music. Children are encouraged to develop their vocabulary and to express themselves through spoken language. They share their ideas, opinions and feelings with adults and with one another. They are linking sounds to letters and the older children are writing recognisable letters and developing their understanding of the written word.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematics. There is excellent use made of group time for counting, and developing the concepts of more and less. Staff supports children in activities, which involve weighing and measuring, using mathematical language and producing graphs, which children understand and help to produce. Excellent resources are available at the activity tables, which present children with mathematical problems. The staff could better support these areas.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. There is ready access to everyday technology and information technology, and children are confident in their use. Children have lots of opportunities to explore and investigate natural materials and living things. Children are learning about their own and other cultures through topic work which explores diversity.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They show high levels of competency with pencil control and use a variety of tools and equipment effectively. They are offered an excellent range of opportunities to develop their skills in coordination, balancing and climbing on both large and small equipment. Children have lots of opportunities to express themselves through the media of music, song, dance and role play, and through exploring materials and space.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They enjoy activities which give them opportunities to express themselves through the media of music, song, dance and role play. They enjoy singing familiar and new songs and rhymes. Children enjoy art and craft activities such as model making and exploring/working with different materials.

**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:
- the organisation and accessibility of the book areas in the purple and green rooms
- the staff support to children in problem solving activities at the numeracy based areas.

*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.*