



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 203620

DfES Number: 521856

### INSPECTION DETAILS

Inspection Date 25/02/2004  
Inspector Name Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Great Bardfield Preschool  
Setting Address Great Bardfield Primary School  
Braintree Road  
Great Bardfield  
Braintree  
CM7 4RN

### REGISTERED PROVIDER DETAILS

Name The Committee of Gt Bardfield Pre-School 1000159

### ORGANISATION DETAILS

Name Gt Bardfield Pre-School  
Address Braintree Road  
Great Bardfield  
Braintree  
CM7 4RN

## 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

Great Bardfield Pre-School originally opened in 1970 and at the current premises in 1999. It operates from one room in purpose built premises, which are shared with the after school club, in the grounds of Great Bardfield Primary School. The preschool serves the local area.

There are currently fifty children from two and a half years to five on roll. This includes sixteen funded three year olds and eighteen funded four year olds. Children attend for a variety of sessions. The setting currently has no children with special educational needs attending. The setting supports some children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:50 until 12:45 Monday, Tuesday, Wednesday and Friday. On Thursday the group opens from 08:50 until 11:30 and 12:45 until 15:15.

There are ten part time staff working with the children. Over half the staff do not have recognised early years qualifications to NVQ level 2 or 3. There are three staff who are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Great Bardfield Pre School provides good care for children.

The organisational procedures for staffing ratios are well maintained, which ensures children have a high level of support. However, there is not a key worker system in place. Good attention is paid to attending short courses but half the staff do not hold a level two qualification. The premises are well maintained and warm and the staff friendly, which ensures the children feel welcomed. There is a good variety of play resources and equipment to support the children's needs. The documentation is clear and well presented, which enables everybody to understand the policies and

procedures required for the smooth running of the group.

The safety of the premises is maintained by a comprehensive, annual risk assessment and regular checking. Staff pay good attention to children's hygiene practices. Children are able to stay for a packed lunch at the end of the session. The staff work well with parents and other agencies to meet the children's individual needs. The children's welfare is paramount.

There is a wide range of good quality play resources to support children's development. Interesting activities are presented for the children to play with to enable them to progress in their learning. Children's behaviour is good.

The partnership with parents is good. They receive a friendly welcome in to the group at all times and are very supportive to the staff and raise funds to improve the pre school. There are good liaison procedures in place with the local primary school.

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

At the last inspection the provider agreed to, obtain parental permission to seek emergency medical advice and treatment in the future, ensure children had access to fresh drinking water all of the session, include Ofsted's telephone number in the complaints procedure, update the child protection policy and keep a fire log book. All the actions have been completed satisfactorily, which ensures the procedures necessary for the safety of children are in place.

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

- The children receive good individual support especially the very young. For example, children who need one to one care, to enable them to effectively settle are well supported until they feel confident to play independently with in the pre school environment.
- There is a good variety of resources and equipment, both indoors and outdoors, to support children's overall development.
- The liaison between the primary school and preschool is good. The Headmistress visits the preschool and the children visit the school and have regular contact with the reception class teacher. This ensures the transition to school is smooth.
- The safety and security of the premises is very good. Children are unable to enter any of the utility rooms or leave the premises unsupervised. Everybody who visits the pre school has their identification checked before being allowed to enter.
- The lunchtime session, where children eat their packed lunch, is promoting good eating habits and familiarity of this activity before starting primary school.

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

- staff's qualifications
- the key worker system.

### 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
2	Develop a key worker system.
2	Develop and implement an action plan to ensure that at least half the staff have a level two qualification appropriate for the care or development of children.

## 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 Great Bardfield Preschool is good. Children are making generally good progress towards the early learning goals in mathematical development and very good progress in all other areas.

The quality of teaching is generally good. The staff use effective teaching strategies to enable children to consolidate and progress in their learning. Children are given independence of choice throughout the session, which enables them to be in control of their learning. Children experience an environment rich in language, however emphasis given to number in the displays is limited. The staff support children's imagination very well by providing interesting activities and becoming an effective part of the role play. Open ended questioning is used well to promote children's problem solving skills.

The planning is clear and in line with the stepping stones. However, the short term planning has elements omitted, which indicates a lack of understanding of how to make some activities an effective learning experience for individual children. Provision for assessment of children's development has been incorporated in the programme, however, this is not used to inform future planning.

The leadership and management is generally good. The management committee support the staff well and encourage them to attend short courses to familiarise themselves with aspects of the Foundation Stage curriculum. Staff work well as a team and the manager is allocated extra time to update documentation.

The partnership with parents is very good. Parents are encouraged to take an active part in their child's early education by following up activities at home and taking an active role on the management committee. The parents discuss their child's development regularly using formal and informal methods.

### What is being done well?

- Children experience a very good variety of role play situations where they can act out familiar scenarios and explore some less familiar. The staff support this play effectively creating an excellent sense of trust between themselves and the child. They ask questions or make comments to encourage the children to problem solve during their imaginative play.
- Children are confident communicators using speech for a variety of reasons. They initiate conversations amongst themselves and with familiar and unfamiliar adults.
- Children are developing very good attitudes and dispositions to learning. They are given independent choice of activities throughout the session; they can be in control of their own learning and practice skills without interruption.

- Children are developing very good skills in investigation and observation. They explore the environment and participate in activities to promote their understanding about features of living things and start to notice change.

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

- the short term planning to include the adult role, grouping of children, resources needed and the learning intentions.

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

Generally good progress has been made since the last inspection. The provider agreed to plan more opportunities for children to associate the sounds in rhymes and letters and to identify and record assessment opportunities in the short term plans. Children have good opportunities to associate sounds and letters and the plans include provision for assessments to take place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good perseverance and concentration at activities of their choosing. They are confident to take risks and have a good sense of belonging to the preschool community. Children demonstrate a sense of pride in their achievements, showing proudly to each other and the adults what they have made. They are forming good relationships with each other playing cooperatively and following the agreed codes of behaviour for the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories individually and in large groups. They handle books well and often accurately retell the story as they turn the pages. Children know that information can be gathered from books. They know that marks have meanings and often use emergent writing in their imaginative play. Some children can recognise their names and write them correctly. They confidently stand up at registration time and tell the group their news.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably to ten and many above. They know what number comes after a given number up to ten. Children participate in meaningful activities to develop simple calculation skills. They initiate number activities in their play and enjoy participating in number rhymes and creating simple patterns using small world figures. However, numbers do not feature in the posters and displays and activities to compare height are not provided.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their senses well to explore a variety of natural and manmade materials. They examine objects and living things through topics such as growing and animals, also, the range of resources made available to them. Children are developing a good sense of time. They talk about their families and are able to differentiate between the past, present and future. Children experience a range of activities and resources connected to different cultural festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good hand to eye coordination. They manipulate small world figures and pick up small items confidently. Their gross motor skills are developing very well by regularly using a range of large equipment outdoors. Children are learning about the effect activity has on the body through topics and physical education activities. They handle tools with increasing control, for example hammers, screwdrivers, scissors and mark making equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour through a wide variety of painting techniques. They use a good mix of man made and natural materials to create collages and pictures to represent their own ideas. Children are developing their imagination in a variety of situations using the range of resources to act out different scenarios. They talk about personal intentions describing what they are doing during role play. Children have built up a good repertoire of songs and can be heard singing some spontaneously.

**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**

- develop and implement the short term planning so that learning intentions are clear, staff know their role, and the grouping of children is appropriate.

*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.*