



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305236

DfES Number: 512099

### INSPECTION DETAILS

Inspection Date 12/06/2003  
Inspector Name Michele Anne Villiers

### SETTING DETAILS

Setting Name Parkgate Pre-School  
Setting Address Parkgate Primary School  
South Wirral  
Cheshire  
CH64 6SW

### REGISTERED PROVIDER DETAILS

Name . Parkgate Pre-School Committee

### ORGANISATION DETAILS

Name  
Address

## **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**

The Parkgate Pre-school has been operating since 1993. Mrs Jacqueline Lloyd and Mrs Lynne Egerton are the nominated persons to provide sessional care. Mrs Lloyd has been a registered provider for four years and Mrs Egerton from January 2002. The pre-school uses a school room in Parkgate Primary School. The group have the use of toilets off the playroom and a secure outside play area. They also have use of the school playground and field. The pre-school is registered to provide 26 places for children aged between two years six months and five years. There are currently 41 children on roll, this includes 13 funded three year olds and 16 funded four year olds. Children attend a variety of sessions each week. The group serves families in the local community. The playgroup operates during school term times only, with sessions each weekday from 9.00 a.m. to 11.45 am. In the summer term an afternoon session is offered each Monday. Five staff work with the children, of these two have early years qualifications and two have a teaching qualification. All staff are given opportunities of accessing training. The setting receives support from the Early Years Partnership and Mrs Lloyd and Mrs Egerton attend the local managers' meetings.

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

Parkgate Pre-School provides satisfactory care for children aged 2 years 6 months to 5 years. Five staff work with the children, two have qualifications in childcare and two have qualifications in teaching. Correct staff ratios are met, with contingency plans in place to ensure this is maintained. New staff receive induction training, however this is not recorded. Management have a commitment to improving the nursery education for all children and encourage staff to access further training where possible. The premises are secure and safe and suitable equipment is provided for the needs of the children. Staff have an awareness of health and safety. Fire drills are regularly practised and recorded and risk assessment conducted on equipment and premises. Health awareness is promoted through planned activities and the daily routine. Children are supporting the primary school during 'Healthy Schools Week'. Staff ensure that children have a nutritional, balanced snack and baking activities are provided where children prepare and cook an interesting and

varied range of food. A wide range of toys and equipment are provided and children learn to confidently form good relationships with adults and other children. However, consideration needs to be given to providing more suitable outdoor play equipment for the younger children. There is an inclusion policy for children with additional needs and a designated staff member to oversee all individual needs are met. The staff's enthusiastic and positive approach motivates the children's learning in a caring environment. The pre-school have a satisfactory partnership with parents and carers. Parental involvement is encouraged and parents are kept informed about the daily routine, activities and specific topics. Parents receive copies of policies and procedures, regular newsletters are provided and meetings arranged each term.

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

The setting has made generally good improvement since the last inspection. Risk assessment is carried out and recorded, ensuring children's safety at all times. Documentation with regard to complaints, incidents and medication has been developed. The manager has accessed training in special needs in order to meet the requirements of the Code of Practice. Policies and procedures have been reviewed and up-dated. A procedure with regard to child protection and allegations against staff has been devised and shared with parents. Management have a commitment to improving the care of all children and regularly attend meetings and network with the local Early Years Development team.

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

The provision of a wide variety of stimulating activities, suitable and challenging for the age range and abilities of the children (Standard 3). Staffs enthusiastic approach and positive encouragement motivates children's learning (Standard 2, 3). Children's behaviour is managed well. Staff provide a positive atmosphere where good behaviour is reinforced, helping children to become aware of right and wrong. Activities are provided that encourage children to share and take turns. Children are rewarded with 'Happy Day Award' certificate (Standard 11).

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

the induction programme for new staff to be recorded. a record of all visitors, to include arrival and departure times. the provision of suitable outdoor play equipment for younger/smaller children. to obtain parental consent for the seeking of any necessary emergency medical advice.

#### **Outcome of the inspection**

Satisfactory

### **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
5	To provide a range of outside play equipment suitable for the younger/smaller children.
7	Obtain parental consent for the seeking of any necessary emergency medical advice or treatment.
11	To include a statement on bullying in behaviour management policy.

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

### **How effective is the nursery education?**

Parkgate Pre-School are making generally good progress towards the early learning goals in all areas of learning. They are making very good progress in personal, social and emotional development. Teaching is very good, with positive effects on children's behaviour and learning. Staff are enthusiastic in their approach and provide stimulating and varied activities to promote the children's learning and development. Staff communicate in a clear and concise manner and the children's achievements are positively valued and rewarded. Staff have close links with the primary school and children with additional needs are included with extra support from teachers. The assessment of children's learning has improved, this, however, needs to be linked to planning with clear learning objectives. Leadership and management is good. The two providers work hard to develop a good education system for all children in a caring environment. Regular staff meetings enable planning to be more structured and activities discussed. The partnership with parents and carers is good. Parents are well informed about the nursery curriculum, events and children's progress. Parental involvement is very much encouraged. Parents are welcome on outings, to offer support in the pre-school room at any time and to contribute resources for topics. Regular, formal 'open mornings' are organised for parents to meet key workers and discuss children's progress.

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

Children's personal, social and emotional development is very good. Children are learning to confidently form good relationships with adults and children. Staff encourage the children's independence and foster their self-esteem in a very positive atmosphere. Staff are very enthusiastic and create a stimulating and caring environment which has a positive effect on the children's attainment and progress. A wide range of activities are provided throughout the daily session, with a good mixture of planned, adult directed and free play. The pre-school provides a welcoming environment and parental involvement is encouraged. Parents are well informed about the activities, outings and celebrations through regular newsletters, daily communication and an open morning once a term.

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

the planning, both long term and short term, to identify the learning outcome and focus on the early learning goals. The children's progress to inform planning. provide greater opportunity for older, more able children, to practice forming recognisable letters and writing their name on displayed work and name cards. provide more opportunity for children to express themselves independently through paintings, writing, stories and songs.

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

The nursery has made good progress since the last inspection. A key worker system is now in place providing one to one support. Progress reports have been introduced, helping to identify children's needs. Plans are more focused and link themes with practical play activities, although these need to show children's intended learning outcome. A Special Educational Needs Policy has been drawn up, in line with the DfEE's Code of Practice, and staff liase with the School's SEN teacher. Structured staff meetings are formally arranged each month helping staff to review the educational practice and on going events.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children make very good progress in personal, social and emotional development. Children learn to sit and listen carefully during story time and discussion period. Well organised group activities and one to one supervision aid children's concentration. Children are forming good relationships with both adults and other children. Staff provide a positive atmosphere where good behaviour is reinforced, helping children to become aware of right and wrong.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
<p>Children make generally good progress in communication, language and literacy. Children speak clearly and interact well with adults. Children listen to stories with interest and staff help to extend their vocabulary through the introduction of new words. Children learn about letter recognition and that print carries meaning. However, there are missed opportunities to further develop their writing skills during practical activities, name cards and labelled wall displays.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
<p>Children's progress in mathematical development is generally good. They confidently count to ten or more and learn to recognise numerals. One four year old recognised the numeral for his age, and every morning children recognise the numeral for that days date. Through worksheets and planned activities children learn about mathematical pattern, shapes and problem solving. Staff use questioning and number songs, such as '10 fat sausages' to encourage children to think about calculation.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
<p>Children's progress in knowledge and understanding of the world is generally good. Children have valuable opportunities to learn about living things through topics such as 'animals who live in the sea' and arranged visits and local walks. At discussion time children talk about events. One child discussed moving house and another about their holiday. Children learn about their culture, and the culture of others. Children, however, make limited progres in ICT skills due to lack of resources.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
<p>Children make generally good progress in physical development. Children develop good co-ordination skills on bikes and scooters and through music and movement. Staff provide a variety of tools and materials to help develop the children's finer motor skills. Staff promote the children's awareness of keeping healthy by supporting events with the primary school, such as 'Healthy Schools Week',</p>	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
<p>Children make generally good progress in creative development. Children explore and choose from a range of media such as paint, sand, malleable materials and collage. Children sing songs from memory and explore sound through music. A well equipped role play area fosters the children's imagination. However, more opportunity could be given for children to express individual creative skills and communicate their ideas and feelings.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**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**

to continue to develop planning effectively to allow children to make progress towards the whole range of stepping stones and early learning goals.

## **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.*