



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113822

DfES Number: 520517

### INSPECTION DETAILS

Inspection Date 15/07/2004  
Inspector Name Christine Clint

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name West Dean Pre-School Nursery  
Setting Address Kinder Kabin  
West Dean CE Primary School, West Dean  
Chichester  
West Sussex  
PO18 0RJ

### REGISTERED PROVIDER DETAILS

Name The Committee of West Dean Pre-School Nursery

### ORGANISATION DETAILS

Name West Dean Pre-School Nursery  
Address West Dean C of E Primary School  
West Dean  
Chichester  
West Sussex  
PO18 0RJ

## 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

West Dean Pre-school Nursery is managed by an elected committee of parents and operates in separate premises on the site of West Dean Primary School. The nursery has a small, secure garden and uses the adjoining adventure area, in the school playing field, at times. Close links with the primary school are established and the nursery also have planned use of the school hall. The nursery was registered in these premises in 1999 and offers 16 places for children between the ages of 2 and 5 years.

Sessional care is provided for the rural community and many children transfer to the primary school. Weekday morning sessions operate in conjunction with school term times, from 09.05 until 13.00 hours. Children bring packed lunches which are eaten at the end of the morning session.

There are currently 2 qualified part-time staff and 2 staff who are working towards a qualification in child care and education. There are 9 children aged 3 and 4 years in funded educational places and the nursery is able to offer support for children with additional needs and for those who are learning English as a second language. The nursery has support from the early years network and is working towards a quality assurance kitemark.

### How good is the Day Care?

West Dean Pre-school Nursery provides satisfactory care for children. The committee are aware of ensuring the suitability of staff and of following procedures for recruitment; they encourage staff training. The adult: child ratios are maintained, however there is some lack of organisation within the daily routine and not all staff are working directly with the children. The provision is safe and secure, there is adequate space and the environment is welcoming. Equipment and toys are checked for safety and records for managing the provision are continually developing through the quality assurance scheme.

There are comprehensive policies and procedures for ensuring that children's safety

is regularly assessed, with good information displayed for parents regarding health. Staff follow regular routines for hygiene, although snack time at floor level does not maintain cleanliness for children. There is a generous provision of fruit at snack time and drinks are regularly available; staff are aware of children who have special dietary needs. Staff show knowledge and understanding of children's individual needs, they provide equipment and resources to portray positive images. They have attended child protection training and show awareness of following the nursery's procedures to ensure children are protected.

Activities for children are planned and staff show an understanding of children's individual needs, but daily practice does not provide sufficient opportunities for children to develop through staff involvement in their play. There is little variety for stimulating children's interest and children cannot readily access toys. The strategies for managing behaviour are used negatively and include all children, with little positive encouragement for good behaviour.

Parents strongly support the committee and there are regular newsletters. They have opportunities for daily informal dialogue with staff and they can share time in the provision with their children.

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

At the last inspection the provider agreed to ensure that a risk assessment was conducted and reviewed. A recent comprehensive risk assessment is in place and practical steps have been taken to ensure safety for children.

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

- Partnership with parents is good. Parents have opportunities for being involved at committee level, they offer support and enjoy the close links with the primary school. There are beneficial routines for home visits prior to children starting the nursery and guidelines for settling all new children. A wide range of information is included in the 'welcome pack' and a policy for parental involvement is in place.
- The knowledge and understanding of child protection procedures. All staff have recently attended training updates, they follow procedures to ensure that parents are effectively informed of their responsibility.
- Safety awareness with regard to daily routines; the committee and staff have carried out a recent risk assessment and have responded to areas of concern; for example children are now supervised individually when learning to cut up fruit for snack time.

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

- the organisation of daily routines to ensure that staff are effectively involved with the children;

- the daily routine for snack time to ensure hygiene is maintained;
- the strategies for managing behaviour to promote positive encouragement.

### Outcome of the inspection

Satisfactory

### 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 must take the following actions by the date shown

Std	Action	Date
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development	24/09/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	improve the organisation of daily routines to give staff more opportunity to be involved with children to meet their needs effectively
7	ensure that good hygiene practices are in place for snack time

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

### How effective is the nursery education?

West Dean Pre-school Nursery offers acceptable provision for nursery education but has some significant areas for improvement.

The quality of teaching has significant weaknesses. There is evidence of previous planning to cover long, medium and short term, which includes evaluation for specific activities and observations and assessments of children's progress. However there is a lack of staff awareness and involvement in children's daily activities and insufficient challenges for older children during many routines and activities; children's age and stage of development are not acknowledged or used to influence future planning. There are policies and procedures in place to offer support for children with additional needs.

Leadership and management is generally good. The committee are aware of following regulatory requirements, they have endeavoured to remain operational and to provide continuity for children during staffing difficulties. There are systems in place for staff appraisals and training opportunities are identified. Close links are maintained with the primary school and the committee are working towards an integrated approach.

Partnership with parents is generally good. Parents are involved and enthusiastic, they provide strong support for the committee. They support the close links with the primary school and feel involved in the running of the provision. Good levels of information are provided for parents, through newsletters, displayed notices and children's port folios. Parents are welcomed into the provision and have regular opportunities for informal dialogue with staff. There are flexible routines for settling individual children and opportunities for home visits prior to children attending the nursery. Parents have less opportunity to contribute regularly to their children's development records.

### What is being done well?

- Children show curiosity and interest in their surroundings, they identify features relating to what they see and hear when they are outside. They talk about familiar events which include their families and show an interest in the weather.
- Staff use regular exercise routines to help children to be aware of their bodies, they use movement to warm up gently and slow their bodies down by relaxing. Children enjoy using a wider space and move with control and co-ordination. Staff give all children individual opportunities to learn how to cut up fruit for snack time.
- Staff compile large, individual port folios for children with examples of their drawings and photos to show how they are participating in activities. There

are explanations for parents of what children are doing.

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

- staff awareness of children's age and stage of development
- opportunities for more able children to be independent
- challenges for children in all activities
- the variety of resources
- the planning to show what children are expected to learn
- the use of children's progress records to influence future planning
- the involvement of parents in children's records of progress.

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

The nursery has made limited progress since the last inspection. Staff were asked to improve their knowledge of the early learning goals and compile, and use assessment records for children. They have used the stepping stones from the Foundation Stage of learning for planning specific activities and in the observation and assessment of children's progress, however many activities stated are not linked with areas of learning and records are not used to influence future planning.

Staff were also asked to manage children's behaviour consistently; there are strategies for managing behaviour, however these are not always appropriately used and staff are not sufficiently aware of what children are doing to ensure that they are consistent.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Some children are interested and keen, they show confidence and awareness of feelings and they are able to be responsible for personal care. There is little opportunity for children to be independent at lunch time, snack time and in selecting activities. Older children show a limited ability to relate to each other, to take turns and share experiences, they are not encouraged to develop relationships.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children use language to communicate with staff and each other, they listen to stories and join in with action songs and rhymes. Four year old children are able to use speech to relive events and describe imaginary feelings but there is limited extending and exploring of new words or of children's experiences. Children do not have opportunities to link sounds with letters, or recognise or form letters. They are not encouraged to write during activities or in role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children can count in single digits; counting is included daily in routines and during singing and action rhymes. Some children are able to form patterns on the peg boards, they have opportunities to measure quantities, but there is little evidence of children's ability to recognise numerals or identify shapes. Simple, practical problems to encourage mathematical language are not included and there are no examples of comparing numbers or quantities to include simple calculations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest, they ask questions about their surroundings and identify features relating to what they see and hear. Four year old children talk about familiar events, they identify past and present and show an interest in the weather. They experience natural materials during outdoor play and use construction toys and 'junk' for making models, although children have little enthusiasm as their efforts are not encouraged by staff.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular opportunities for exercise, they use and enjoy space; they move with control and co-ordination. Twice weekly routines include a gentle 'warm up' and a slowing down process; children learn to relax their bodies, although there are missed opportunities to explain how their bodies work. Children use tools and malleable materials during activities; they learn to make play dough and manipulate with their hands, they use knives to cut up fruit with supervision.

## **CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have some opportunities to explore media and materials, they are able to touch and feel with sand and sawdust, they regularly paint and handle play dough. Children have opportunities to sing simple songs from memory, but music is not included for enjoyment or to recognise or introduce sound patterns. Children's imaginary play is brief and does not last, there is little variety in the play equipment and limited spontaneous involvement.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve staff knowledge and understanding of children's age and stage of development to provide more challenges for older, more able children and give opportunities for increasing children's independence;
- increase the variety of resources and equipment;
- use children's records of progress to influence future planning and involve parents in compiling children's levels of progress;
- include expectations of what children will learn from planned activities.

*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.*