



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127524

DfES Number: 543342

### INSPECTION DETAILS

Inspection Date 19/01/2004  
Inspector Name Freeda Wildon

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name SeeSaw Pre-School  
Setting Address Wingham Village Hall  
School Lane, Wingham  
Canterbury  
Kent  
CT3 1BD

### REGISTERED PROVIDER DETAILS

Name The Committee of SeeSaw Pre-School

### ORGANISATION DETAILS

Name SeeSaw Pre-School  
Address Wingham Village Hall,  
School Lane, Wingham  
Canterbury  
Kent  
CT3 1BD

## 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

See-saw Pre-school opened in 1999. It operates from the village hall in the village of Wingham, near Canterbury, Kent. The pre-school has access to two rooms, toilets, a kitchen and an outside area. The pre-school serves the local area and surrounding towns.

See-saw is registered to provide 14 places for children aged between 2 and 5 years. There are currently 24 children on roll. This includes 2 funded 4-year-olds and 7 funded 3-year-olds. The pre-school has experience working with children with special needs and children who speak English as a second language.

The Pre-school opens four days a week term time. Sessions last from 09.00 to 13.00.

Four staff work with the children. Two have an early years qualification and all attend short courses. The pre-school receives support from a Pre-school Learning Alliance Development Worker.

### How good is the Day Care?

Wingham Pre-school provides satisfactory care for children under five years.

Staff provide a caring and welcoming environment for the children. Children arrive happily and settle quickly. The staff knowledge and understanding of the National Standards is insecure and their knowledge and understanding of child protection is unsatisfactory, the child protection coordinator does not understand her role. Although the manager has several years experience and attended short courses, her qualification does not meet the criteria. There are policies and procedures underpinning the running of the pre-school, however these are newly adopted and staff are not familiar with all of them.

Staff provide good procedures for the safe arrival and collection of the children. Staff made good use of the space and children are able to move around freely. Health

and safety policies in place for identifying and dealing with potential hazards within the hall. However, they have failed to identify the hazard when children climb on an adult chair to reach the sinks and there is no evidence that the appliances are safe. The hall is not adequately heated. Children are encouraged to learn about personal hygiene through daily routine.

There is a suitable range of toys and equipment available for the children. Staff organise and plan a range of activities, however, they do not plan and provide a range to meet the developmental needs of children under three years. Staff value, praise and reinforce good behaviour, they encourage sharing, and help children to understand the effects of their behaviour on others.

Partnership with parents is generally good and parents are happy. Staff share information about the children through daily discussion and contact books. Parents are provided with the pre-school's policies in the prospectus. Records are generally well maintained.

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

The last inspection was a transitional inspection, so this section is not appropriate.

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

- Staff provide a caring and welcoming environment for the children. Children arrive happily and settle quickly.
- Staff provide good procedures for the safe arrival and collection of the children. Staff made good use of the space and children are able to move around freely.
- Children are encouraged to learn about personal hygiene through daily routine.
- There is a suitable range of toys and equipment available for the children. Staff organise and plan a range of activities.
- There are sufficient safe and suitable toys and equipment and play materials for the children.
- The partnership with parents is good. Parents are happy with their child's care at the nursery. Information is given to parents about the provision and their child's progress.
- Staff value, praise and reinforce good behaviour, they encourage sharing, and help children to understand the effects of their behaviour on others.
- Records are generally well maintained.

#### **An aspect of outstanding practice:**

Not applicable.

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

- staff knowledge and understanding of child protection and of the policies
- resources and planning for children under three years
- heating so that the premises are at an appropriate temperature
- safety of appliances and when children wash hands
- qualifications of person in charge.

### 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
13	Develop staff's knowledge and understanding of child protection issues	01/06/2004

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

Std	Recommendation
1	Produce an action plan to show how the supervisor meets the recommended qualification.
3	Devise a system for planning and implementing a suitable range of activities for children under three years, which is appropriate for their stage of development and based on their individual needs.
4	Ensure that the premises are maintained at an adequate and comfortable temperature.
4	Ensure that safe and hygienic practices are in place for hand washing.
6	Ensure that the appliances meet the Health & Safety Executive recommendation.

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

### How effective is the nursery education?

Seesaw Pre-school provides a caring and safe environment for children. Overall children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

The overall quality of teaching has significant weaknesses. Staff are developing their knowledge and understanding of the foundation stage. The group have a wide range of resources available, however, poor planning and poor staff deployment results in children not receiving a balanced range of practical activities. Staff are unfamiliar with the learning intention of the activities provided, resulting in missed opportunities to move children on to their next stage of learning. The supervisor is the groups designated special needs co-ordinator, there are no children attending the group on the special needs register. The special needs policy reflects the code of practice for the identification and assessment of special educational needs.

Leadership and management of the setting is poor. The supervisor is beginning to identify the strengths and weaknesses of the setting, however, the information is not yet used effectively. The staff are committed to the improvement of care and education for all children. Although staff have begun to assess children, this information is not used effectively to inform the planning.

The partnership with parents is generally good. Each child has a daily contact book to share relevant information. Parents meet formally with the key worker annually to discuss their child's progress. They are provided with information about the educational programme and their children's progress, however incomplete developmental records results in limited written documentation being available.

### What is being done well?

- Children move around freely and safely, displaying a good awareness of themselves and others.
- Children speak confidently with their friends.
- Children develop good relationships which are supported by staff.

### What needs to be improved?

- staff's knowledge and understanding of the stepping-stones within the early learning goals for all six areas of learning;
- the use of assessment to guide the planning and identify what individual children need to learn next;

- the organisation of activities and staff deployment throughout the session in order to effectively challenge, manage and support all children during the activities they complete;
- the balance between adult directed activities and those in which children can initiate their own learning;
- the leadership and management of the setting.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children arrive happily and settle quickly. Children's behaviour is overall generally good, however ineffective staff deployment results in children becoming restless and disruptive. Children form good relationships with adults and their friends, which is supported by staff. Staff miss opportunities to develop children's understanding of different cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children speak confidently to adults and peers. Staff provide good opportunities for children to link sounds to letters, however, opportunities for children to explore real and imagined experiences, feelings and ideas are limited. Insufficient opportunities are provided for children to attempt writing in practical activities, explore a range of words and understand that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children are provided with opportunities to sing number rhymes, however opportunities to consolidate their understanding and recognise numerals are limited. Staff fail to provide regular opportunities for children to develop an understanding of simple problem solving and calculating through practical activities. There are insufficient opportunities for children to recognise and recreate simple patterns, recognise and compare shape, size, position and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Children receive regular opportunities to investigate a variety of different materials and substances, however opportunities to develop skills in designing and making are poor. They do not have access to information technology and opportunities to use programmable toys are limited. Insufficient opportunities are planned for children to explore, investigate and identify features of the local and wider world.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move around freely with increasing confidence. Children have daily opportunities to use small equipment, however, insufficient challenges are given by staff to those who are more confident, resulting in lack of motivation and on occasion conflict. Infrequent use of large equipment results in difficulty in monitoring children's individual progress within the stepping towards the early learning goals.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Staff provide opportunities for children to express and communicate ideas in role-play, however poor planning results in missed opportunities to extend children's creativity. Staff provide children with a variety of tactile activities to promote their senses, however opportunities to communicate their thoughts, ideas and feelings through art, drama, and music are limited.

**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 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**

- increase staff's knowledge and understanding of how to plan, use and extend daily activities and routines to help children make effective progress towards the early learning goals in all six areas of learning;
- improve the staff deployment and organisation of the setting;
- improve the use of assessment in order to use the information gained to inform the planning;
- develop the leadership and management of the setting in order to support staff with the care and education they provide to children.

*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.*