



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 129103

DfES Number: 583116

### INSPECTION DETAILS

Inspection Date 29/06/2004  
Inspector Name Mandy Mooney

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Newstead Road Pre-School  
Setting Address Compton House, Birch Grove  
Lee  
London  
SE12 0SU

### REGISTERED PROVIDER DETAILS

Name The Committee of Newstead Road Pre-School 1047690

### ORGANISATION DETAILS

Name Newstead Road Pre-School  
Address Compton House, Birch Grove  
London  
SE12 0SU

## 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

Newstead Road Pre-school has been registered since 1995. It is a committee run group and it has been located in its current building since 2000. The group offers a service for children from the surrounding areas.

The pre-school is based in a purpose built community hall which forms part of a housing estate and has sole use of two large activity rooms, Kitchen area and toilet facilities, an office and an outside play area. The Centre has good transport links and is close to local shops and facilities.

The nursery opens five days, term time only. Opening hours are 09.15 to 12.45 daily and 13.30 to 16.00 on Tuesday and Wednesday afternoons. Children attend various sessions a week and children with special educational needs and those who have English as an additional language are fully supported. There are currently 19 funded three years olds and two funded four year olds on roll.

The pre-school implements a curriculum based on the Foundation Stage. Six staff work directly with the children and over half the staff have or are working towards early years qualifications to level 2 or 3. The setting receives support from a teacher/mentor from the Early Years development and Childcare Partnership (EYDCP) and the Pre school Learning Alliance (PSLA).

### How good is the Day Care?

Newstead Road Pre School provides good quality care for children.

Children are provided with a good range of toys and play materials. The environment is stimulating and space is imaginatively used, both inside and out. Documentation is well ordered and appropriately stored.

There are well thought out precautions in place to minimise risks to children. Children are supported in developing good personal hygiene practices. The system for ensuring emergency treatment consent and to ensure at least one qualified first

aider is on site at all times requires attention. The children are provided with a varied range of healthy snacks, prepared on site. Practices regarding administering medicines and treating accidents are entirely appropriate, as are child protection procedures.

Effective systems are in place to ensure that each child's individual needs are identified and a varied range of activities are provided to offer an appropriate level of challenge to each child. The positive relationships between staff and children create a warm, comfortable environment for children to experiment and explore. There is clear equal opportunities policy, which is consistently applied. A range of resources and activities are provided aimed at promoting positive images of different cultures and disabilities. Behaviour management within the nursery is consistent and focuses on positive re-enforcement. Children develop confidence and an understanding of right and wrong as a result of the praise and support provided by the staff.

Staff offer a warm welcome to parents and carers and take time to exchange information. A good range of written information is provided, including all policies and procedures, termly newsletters and frequently updated notice boards. The system for informing parents of their child's progress could be more formalised.

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

The pre school has successfully completed all the actions raised at the previous inspection. The majority of the actions related to health and safety and the group have prioritised safety issues and consequently this area has been improved greatly.

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

- Staff provide children with a secure and environment, that supports children's development and self-esteem and confidence.
- There is a wide range of resources and activities provided. Children have opportunities to play alone, in small or large groups and there is a good balance of child initiated and staff directed activities. Displays, resources and activities provide good visual images of culture, ethnicity, gender and disability.
- The centre is very well maintained and well organised. The environment is very welcoming and dual language signs displayed in the environment helps to acknowledge the children's and families cultural identity.
- Staff interaction with the children is very good and they provide good role models. They talk, listen and question the children, as well as re-enforcing good manners and social skills. Praise and encouragement are used frequently and, consequently, children behave well.

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

- health practices by ensuring that there is provision for at least one trained first aider to be on site at all times and to obtain written consent from parents

to acquire emergency medical advice or treatment in their absence,

- the system for informing parents of their child's progress to ensure that all parents are kept up to with their child's development.

### **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
7	improve health practices by ensuring that there is provision for at least one trained first aider to be on site at all times and to obtain written consent from parents to acquire emergency medical advice or treatment in their absence,
12	review the system for informing parents of their child's progress

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

### How effective is the nursery education?

Newstead Road Pre-School offers good quality nursery education where children enjoy learning through a broad range of activities. The teaching helps children make generally good progress towards the early learning goals.

The teaching is generally good and the staff show clear knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide a broad-based curriculum that includes a generally good range of challenging and interesting practical activities and experience. More opportunities for children to develop simple addition and subtraction skills and activities to link sounds to letters and opportunities for children to learn about the local community would further enhance the curriculum provided. The integration and inclusion of children with special needs is very good and is built around working closely with parents and outside agencies. Although there are no funded children currently attending with English as an additional language, there is a system in place to provide support.

Staff show positive and skilful management of children's behaviour and have high expectations of behaviour. They use a wide variety of strategies to encourage good behaviour including plenty of praise, encouragement and acting as good role models of positive behaviour.

The assessment of children's learning and is generally good and staff use their observations to complete each child's assessment records, however, there is no system in place for staff to pass information from observations to each other to ensure accuracy in the child's progress.

Leadership and management is generally good. There is a strong commitment to improving the nursery education, however a clearer system for identifying staff development needs would further enhance this. The partnership with parents and carers is generally good. They are provided with a wide range of information about the nursery and activities provided for children.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent, are interested to learn, demonstrate good self care skills. They form good relationships with staff and their peers.
- Children are provided with a very good range of opportunities to develop their physical skills. They are confident in their ability and show good balance and coordination.
- Children are provided with a very good wide range of opportunities to develop their creative including through music, role play, art, design, stories and songs.

- Staff provide very good support for children with special educational needs and have good systems in place for developing individual plans to support children and to work with outside agencies as necessary.

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

- Opportunities for children to practise their simple addition and subtraction skills, opportunities for children to link sounds to letters and opportunities for children to look at their local community and learn about the environment they live in.
- The system for ensuring that the observations carried out by staff, are passed on to the appropriate keyworker to ensure accuracy in progress reports, and the system for involving parents in their child's learning and ensuring that what the parent knows about their child is included in their child's profile.
- The system for identifying staff development and training needs to ensure all staff are kept up to date with current developments and practices within early years.

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

Since the last inspection the group has reviewed the grouping of the children and paid particular attention to the areas of communication language and literacy and mathematics, however further improvement is still required in the grouping to ensure that children are grouped according to their needs and also to ensure that when observations are made by staff, that this information is passed on to the key worker to form part of the child's profile.

The provision for writing has improved greatly. Opportunities for the children to write are provided throughout the group. Children can access writing implements in all areas and thoroughly enjoy this. Older and more able children have daily opportunities to practise their writing skills and are encouraged to develop their emergent writing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their needs and ideas and relate well to each other and adults. They are independent and confident to try new activities which helps to promote their learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well are confident speakers and engage easily in conversations with each other and adults. They learn that print carries meaning, recognise simple words and know how to handle books. Children show confidence in writing and practise their writing skills of their own choice. Few opportunities for children to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count, recognise numbers and shapes. They also learn about size and positional language. Insufficient use of everyday activities and routines to help children develop their mathematical skills, such as simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a range of opportunities to explore and learn about nature and technology. The children use technical equipment confidently. They design things using various materials such as clay, construction materials and playdough. Opportunities to learn about the community they live in and features within it are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and show competent balance, spatial awareness and coordination that is promoted through access to a diverse range of activities and equipment. They show confident and increasing control and skilful use of hand tool, objects, construction equipment and malleable materials.

### CREATIVE DEVELOPMENT

Judgement: Very Good

Children show free imaginative expression through a diverse range of activities such as: art and craft, music, dance, singing, role-play, stories, and dance.

**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**

- Provide more opportunities for children to practise their simple addition and subtraction skills, opportunities for children to link sounds to letters and opportunities for children to look at their local community and learn about the the environment they live in.
- Review the system for ensuring that the observations carried out by staff are passed on to the appropriate keyworker, to ensure accuracy in progress reports and the system for involving parents in their child's learning and ensuring that, what the parent knows about their child is included in their child's profile.
- Review the system for identifying staff development and training needs to ensure all staff are kept up to date with current developments and practices within early years.

*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.*