



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 129341

DfES Number: 580034

### INSPECTION DETAILS

Inspection Date 02/02/2005  
Inspector Name Christine Pettitt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Flamstead Pre-School  
Setting Address Flamstead Village Hall  
Church Road  
Flamstead  
Hertfordshire  
AL3 8BN

### REGISTERED PROVIDER DETAILS

Name The Committee of Flamstead Playgroup Parents Association  
1037489

### ORGANISATION DETAILS

Name Flamstead Playgroup Parents Association  
Address Flamstead Pre-School  
Flamstead Village Hall  
Church Hall, Flamstead  
Herts  
AL3 8BN

## 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

Flamstead Pre-school has been opened for over 20 years. It operates from two rooms in the village hall in Flamstead. The pre-school mainly serves the local area but children also attend from other villages.

There are 19 children on the register, ages 2 and 3 years. This includes 7 funded three year olds and currently no 4 year olds. Children attend for a variety of sessions. At the moment, there are no children attending the group who have special needs or for whom English is an additional language.

The group opens 4 mornings a week during school term times. Sessions are from 9:30 until 11:55am.

Four full time staff and two part time staff work with the children. One staff member is working towards a recognised early years qualification. The setting receives support from the PLSA and the EYDCP.

### How good is the Day Care?

Flamstead Pre-school provides satisfactory care for children.

A welcoming, safe and caring environment is provided. The staff are particularly aware of safety and hygiene and incorporate these into the routine as learning experiences for the children.

There are planned activities related to topics available on a daily basis. The programme includes mostly free play and some adult led activities. There is an appropriate selection of resources, but limited procedures to identify further equipment. The key worker system is in place and records are kept of observations of children. Staff have a caring approach and show they value the children by listening, interacting with them, positively responding to their requests.

An effective partnership with parents has been established. Staff make parents very welcome into the pre-school. The prospectus provides comprehensive information

about the curriculum and procedures of the provision. Policies are available at the provision for parents to access. They are kept informed of changes or events.

The leader and committee are currently working towards meeting the minimum staff qualification requirement. Staff have experience of working with children and have attended short courses. They manage children's behaviour very well and are excellent role models. A positive approach towards equal opportunities is apparent. An awareness of children with special needs is evident but there is no proactive approach for supporting children for whom English is an additional language.

The pre-school has most of the required documentation. Policies are in place and staff are aware of confidentiality issues.

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

Following the previous inspection there were five actions to complete. These included carrying out a risk assessment, and devising a complaints procedure, special needs and behaviour management policies. Additional consents for parents were also required. These have all been completed.

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

- The health and hygiene policy contained in the safety policy provides a good basis for effective hygiene practice. Staff use the routine well to promote hygiene practice with the children and use appropriate hygiene routines within the environment.
- A pro-active approach to Equal Opportunities is evident. There is an Equality and Diversity policy. A member of staff has attended training on celebrations and festivals. She has taken on the responsibility of providing activities and information about cultures and festivals. Information about children's individual needs and characters, especially concerning their social skills and emotional development, is obtained from parents before children commence at pre-school.
- The staff practice concerning behaviour management reflects the positive policy. Staff are excellent role models and promote acceptable behaviour through the effective relationships they have established with the children. Children receive constant praise and encouragement and are shown they are valued, by the caring approach and interest of the staff towards them.
- The partnership with parents is effective. Parents are made welcome into the pre-school. An informative prospectus provides a clear picture of the curriculum, activities and general information regarding the provision. Parents receive ongoing information through newsletters and notices. The parent questionnaires indicate that parents are happy with the care provided and comment on the staff interest in their children and their willingness to discuss their child's progress.

**What needs to be improved?**

- procedures for induction, accidents, unvetted staff, volunteer and student roles and responsibilities, and how to support children for whom English is an additional language
- staff training
- resources

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since the 1st April 2004 Ofsted has had no complaints about this provider.

**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
1	Devise procedures to ensure suitable arrangements are in place to protect children from persons not vetted.	03/03/2005
2	Provide an action plan to show how 50% of the staff will have a qualification, including a qualified deputy.	03/03/2005

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

Std	Recommendation
2	Devise a formal induction programme for new staff and information for volunteers/ students/committee about their roles and responsibilities.
5	Devise an inventory of equipment to identify gaps and improve selection

	of resources. (IT and technical play equipment.)
9	Devise procedures to show how a child for whom English is an additional language would be supported.
14	Devise a procedure to be followed in the event of an accident.

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

### How effective is the nursery education?

The provision of nursery education at Flamstead Pre-school is of good quality overall. It enables children to make generally good progress in all six areas of learning.

The quality of teaching is generally good. The staff are not yet secure in their knowledge of the Foundation Stage, but this is developing. The curriculum planning includes all areas of learning, some of the stepping stones, but not all aspects of learning.

The key worker system is in place. Observations and records of children's work are kept but are not currently linked to the stepping stones. An overall assessment of progress to be able to identify concerns, provide challenge and move children on to the next stage in learning, is not currently used.

Staff provide a routine with a focus on free play, and adult led group activities. Resources are appropriate but minimal in one area. Staff are very involved in activities with the children. Children are interested and participate in activities well. A daily recognition of different stages of development is provided in small group time. However there would be an impact on children's learning if more challenging questioning were used and varied activities to reinforce the same learning intentions were used routinely. Staff have high expectations of children's behaviour, children respond positively to the staff.

The leadership and management of the group is generally good. Staff work well as a team and support the leader. Regular staff and planning meetings promote this. The leader is committed to improving practice. Areas prioritised for improvement include knowledge of the Foundation Stage, its monitoring and linked practice issues.

The partnership with parents is generally good. The information in the prospectus is of high quality. Parents are welcomed into the provision and comment on the approachable staff team. They are able to discuss informally their child's progress. Parents receive regular information of events and topics.

### What is being done well?

- Personal, social and emotional development is a strength of the setting. The children are confident and secure in the environment. They enter pre-school happily, are interested and participate well in the activities. Staff welcome children individually into the environment. Children are aware they are valued, through the staff interest, interaction and approach. The staff are excellent role models. They have high expectations of behaviour, children are aware of these and respond positively to staff requests and suggestions.
- Children gain a strong sense of their community through pre-school

participation in local events e.g. scarecrow weekend, village fete etc. They have walks in the locality and visit the local shop and library van, in turn. Children are also made aware of other cultures through topics on festivals and celebrations. A staff member is responsible for this area of learning and has attended courses to further her knowledge and incorporates this successfully into interesting activities.

- The prospectus for parents has excellent detailed information about the Foundation Stage, the curriculum and the learning areas, including the stepping stones. This is an effective tool to ensure parents are aware of the Foundation Stage and to encourage them to become involved in their child's learning.
- The leader is willing and committed to the improvement of the pre-school for the benefit of the children. She has worked effectively to improve the curriculum planning and this is developing well. She is able to delegate and share tasks and has involved staff in planning. The use of activity planning sheets for some activities identify well the learning intentions, and are a guide for staff to be able to present the activities in a way which best promotes children's learning.

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

- planning
- assessment recording
- staff knowledge and understanding of the Foundation Stage
- activities to promote imagination and independence.

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

This is the first S122 inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter pre-school happily and confidently access activities. Self esteem is developing through activities and participating in group activities. e.g. show and tell. Children routinely encourage each other and are sharing, taking turns and playing co-operatively. They are aware of the expectations of behaviour and behave well. The children have an awareness of their own community and of other cultures. There are missed opportunities for children to progress in skills towards independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show a sustained interest in books and stories. They enjoy rhyming activities and can recite these through memory. Some children are confident to talk in small groups. They listen and respond well to instructions. Children have the opportunity to recognise their names at snack time. Though children reflect on past experiences there are missed chances for them to extend language for thinking and for linking sounds to letters and writing for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are aware of numbers. Most children can confidently count by rote numbers 1-6. They use size language appropriately in their play and activities e.g. smaller, bigger, same, taller. Children are competently matching and pairing socks and some are counting how many pairs. Some children are able to count objects in pictures correctly and recognise shapes. There are insufficient practical activities routinely to promote progress in calculation, shape and numeral recognition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a sense of community through participation in village events. They show interest in other cultures and festivals. Children delight in listening to sounds and talk about these, relating them to their own experiences. Children show curiosity and explore varying properties, malleable materials and the local environment. There are minimal opportunities for exploring technical toys or ICT, or to routinely investigate construction materials and realise tools are for a purpose.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children skilfully handle jigsaws, tappa shape, construction, shop till, tools in the peat tray, encouraging hand eye co-ordination. Children have an awareness of space when accessing the climbing frame and sitting together in a group. They have the opportunity to balance, climb, lift, carry, dance. Insufficient opportunity for children to progress in their large gross motor skills. e.g. pedalling, throwing, catching and promotion of bodily awareness through using the outside routinely.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore media and textures in malleable materials. Some children are able to differentiate colours. Children delight in using musical instruments, making loud and soft sounds, some beat sound rhythmically. They sing favourite songs well. Children enjoy imaginative play and use construction materials to make umbrellas to use when shopping. There are limited opportunities for children to routinely use imagination in art/craft or select materials and tools independently.

**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**

- review curriculum planning to include all aspects of learning and stepping stones in each learning area. Identify clear learning intentions for activities and extension of activities, using different activities to reinforce learning.
- provide assessment recording of children's progress which are linked to the stepping stones in each learning area to provide an overall view of the child's progress and identify gaps in the child's learning.
- improve staff knowledge and understanding of the Foundation Stage
- provide routine opportunities for children to engage in child led creative activities to extend imagination in art and design and select materials and tools independently.

*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.*