



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226208

DfES Number: 581583

### INSPECTION DETAILS

Inspection Date 23/04/2004  
Inspector Name Gillian Bryce

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Heather Pre-School  
Setting Address Main Street  
Heather  
Coalville  
Leicestershire  
LE67 2QP

### REGISTERED PROVIDER DETAILS

Name . Beverley Evans

## 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

Heather Pre-school opened in 1982. It operates from a mobile unit located within the grounds of the primary school in the centre of the village of Heather. The pre-school serves the local community and surrounding villages.

There are currently 32 children from 2 to 5 years on roll. This includes 14 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 09:00 until 12:00.

There are four staff working with the children. Two have early years qualifications to NVQ level three and one is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Heather Pre-School provides good quality care for children. Staff provide a warm, welcoming, stimulating environment which offers scope for a very wide range of indoor and some outdoor activities, including active play and relaxation. Children use the space and resources with confidence. The operational plan works well in practice, most procedures and policies and general documentation are well organised and clearly presented with few omissions.

Arrangements for health and safety are positive with good hygiene routines established and priority given to maintaining children's safety. Procedures are in place to regularly carry out risk assessments, the cleaning and checking of equipment and fire evacuations.

Staff work well together as a team and interact closely with children. Induction and

regular meetings ensure that all staff are clear about their roles and responsibilities. Staff are fully involved in planning an effective curriculum, providing a range of exciting and interesting activities appropriate for the development and learning needs for children of all ages. They ensure children with special needs are fully included and supported. The pre-school is very well-resourced with equipment to promote diversity and positive images reflected in the toys, play materials and experiences provided.

The parent committee and playgroup staff work well together in partnership with parents, encouraging involvement at all levels. Information about the children and provision is provided in a variety of ways. Each parent receives a comprehensive prospectus and enrolment pack. The entrance lobby area and notice board displays information, policies and procedures. Daily verbal feedback, regular newsletters and parents meetings are used to share information.

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

At the last inspection the pre-school agreed to a number of actions. An operational plan has been developed, made available to parents and displayed on the notice board. The manager and deputy have completed early years training to NVQ level 3 and a further member of staff is working towards this. A visitors record is kept within the school and another in the pre-school and the daily attendance record of children and staff shows the times of arrival and departure. Regular risk assessments are carried out regarding the premises, equipment and resources to minimise hazards to children. A record system for the administration of medicines given to children and an incident record system relating to behaviour are established together with a complaints procedure which includes the regulators telephone number but not the address. A jug of fresh water and mugs are available throughout the morning which children are encouraged to drink frequently. By completing the above actions the clarity of procedures is improved, awareness of practice for parents is raised, children benefit from a safer environment and parents are further reassured.

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

- All children take part in a wide range of well-planned activities. They are confident, relating well to others, able to make decisions, explore and investigate the rich accessible resources. Staff give a strong emphasis to developing children's independence skills.
- There is a strong emphasis on equal opportunities throughout the setting. Resources are wide ranging and adapted to meet individual needs. Children with special educational needs are fully included. There is an effective equal opportunities policy which covers all aspects of the group and is understood by all staff.
- The partnership with parents and carers is very good. The key-worker system, newsletters and opportunities to discuss issues on a regular basis with staff, ensure parents and carers are regularly consulted about the needs of their children and informed of their progress.

**What needs to be improved?**

- documentation to ensure the complaints procedure includes details of the regulator and the child protection procedures to include procedures to be followed in the event of allegations of abuse or neglect
- the notification to Ofsted of the identified nominated person.

**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
14	Inform Ofsted at the earliest opportunity of the identified nominated person.
12	Ensure the complaints procedure includes the address of the regulator.
14	Ensure that the child protection procedure complies with the local Area Child Protection Committee (ACPC) procedures and includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Heather Pre-school provides a friendly, welcoming environment where children make generally good progress towards the early learning goals. There are some weaknesses within communication, language and literacy and with mathematical development but children are making very good progress in their physical and creative development.

The quality of teaching is generally good. Staff have good relationships with children and adult-led activities support children's learning. Staff encourage and praise children for their efforts and achievements which promotes good behaviour and self-esteem. There are occasions where short term planning is not clear with regard to learning intentions and some activities are not sufficiently challenging for older children.

The leadership and management of the pre-school is generally good. Although there are some weaknesses related to improvement since the previous inspection, the pre-school managers showed a constructive approach to reviewing their organisation and to developing improvement for any areas identified from this inspection. There are systems for staff development and training which are partly identified through appraisal meetings.

The partnership with parents is generally good. Staff have developed positive, constructive partnerships with parents who receive good communications from the pre-school, including written and verbal information. There is currently no formal system to involve parents more effectively in the assessment of children's progress.

### What is being done well?

- The opportunities for children to develop their personal, social and emotional development. Children concentrate well in groups, listen well and communicate effectively, they take turns and negotiate with each other and they are co-operative and generally well behaved.
- Staff provide a warm, welcoming service for children, have good partnerships with parents and provide children with a environment which is secure, comfortable and stimulating for their learning and play.

### What needs to be improved?

- planning of the curriculum so that the learning intentions for children are clear to staff, supporting focused activities and provide sufficient challenge for older children.
- the system or opportunities for parents to have effective involvement in the

developmental assessment process for each child

- children's development for mathematics and communication, language and literacy.

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

The pre-school has made poor progress since the last inspection and some weaknesses in the teaching and learning still remain. The setting now uses development profiles for children to record and identify their progress in relation to each area of learning and has made some improvement to opportunities for children's physical development. However, the planning is not clear with regard to the learning intentions for children and they do not link very well to the stepping stones, which can lead to insufficient challenge for more able four-year-olds. Although development profiles are completed, they are not effectively used to identify what children could usefully do next and are not used for planning of the curriculum. There are still some weaknesses for children's language and literacy development, with limited opportunities for children to practise meaningful writing and to link sounds to letters and phonic development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children interact co-operatively within groups, share and take turns. They show good levels of concentration and of their involvement in activities. Children's behaviour and consideration of others is generally good. They are developing good levels of independence within the activity programme and daily routines, although did not have opportunity to do this at snack time. Children have confidence to speak within groups and have formed good relationships with adults and other children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show pleasure with books, they use them appropriately and enjoy adult-read stories. They are able to use language in a variety of ways and for negotiating and expressing imaginative ideas within their play. Children can recognise their name and associate meaning to print. Children have limited opportunities to ascribe meaning to marks, to attempt writing for different purposes, to link sounds to letters and practise the use of phonics. However, more able children can write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to nine and above. They are developing the use of mathematical language, for example, more/less, full/empty and can apply this within relative activities. Children can recognise and create simple patterns. They recognise numbers up to nine and some also associate higher numbers. Children did not have sufficient opportunities to combine two sets of objects, use simple subtraction and explore shape, space and measurement.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making good use of information technology, including programmable toys and computers. However, they did not have many opportunities to see how things work. Children have a sense of place within their local environment and are developing an awareness of the cultures of other people. Children are able to explore and study living materials, showing knowledge of why things happen and the patterns of change. They select materials to design, join and construct.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are able to access a variety of resources which provide opportunities to develop physically. They use a variety of tools with good control to make changes to materials, shape, form, construct and express their imagination. Children are able to move confidently around each other, showing good balance and spatial awareness. They engage in healthy practices, including good hygiene routines, healthy eating and physical exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express their imagination through role play activities and use of materials such as free painting, drawing and modelling. They are able to play alongside other children engaged in the same theme. Children explore colour and shape through a variety of materials and resources. They can recall familiar songs and associated actions and have experiences of types of music, how sounds can be changed and of rhythmic patterns. They respond in a variety of ways to the effects on their senses.

**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**

- Key issues:
- Improve planning for children's curriculum in each area of learning so that the learning intentions for focused activities are clearly identified, linked to the stepping stones and early learning goals, so that they provide sufficient challenge, particularly for more able four-year-olds.
- Use observations and development profiles for children to help identify and plan for what they could usefully do next. Develop a system, which provides parents with opportunities to have effective involvement and influence in the developmental assessment processes for their child.
- Develop children's mathematical progress so that they have increased opportunities to calculate, combining groups and subtraction and to explore shape, space and measurement.
- Improve communication, language and literacy for children so that they have more opportunities to practise meaningful writing, make lists and develop emergent writing through their play and activities. Provide children with increased opportunities to link sounds to letters and to practise the use of phonics.

*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.*