



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402186

DfES Number: 511546

### INSPECTION DETAILS

Inspection Date	15/01/2004
Inspector Name	Susan Parker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Latton Green Pre-School
Setting Address	Latton Green School Riddings Lane Harlow Essex CM18 7HT

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Latton Green Pre-School
Address	Debra Freeman/Deborah Collins Latton Green School, Riddings Lane Harlow Essex CM18 7HT

## 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

Latton Green Pre-School originally opened in 1997.

It is privately owned and operated in partnership by Debra Freeman and Deborah Collins.

The pre-school operates from a classroom within Latton Green Primary School. The pre-school has access to an enclosed outdoor area and provides care for families within the local community.

The pre-school is registered to provide places for 26 children, aged between 2 and 5 years old. There are currently 31 children on roll. This includes 16 funded three year olds, and 6 funded four year olds. Children attend for a variety of sessions each week. There are no children who have special needs and the group supports one child whose first language is not English.

The pre-school opens five mornings a week during school term time. Sessions last from 9.05 am to 11.45 am.

Currently there are 5 members of staff, three of whom have Early Years qualifications. A fourth member of staff is currently attending training.

### How good is the Day Care?

Latton Green Pre-School provides a good standard of care for children.

Over half the staff hold a suitable child care qualification, and share responsibilities. There are designated members of staff who are responsible for equal opportunities, behaviour management, child protection and special needs. All staff hold a current first aid certificate. Staff plan activities and resources effectively, including time tabled use of the school hall for physical activities.

The safety and care of children is well organised. Children's individual needs are well recorded, including dietary, religious and cultural requirements. However, some

minor amendments to the recording of accidents and the non collection/lost children policy is recommended.

The range and quality of the activities provided for the children ensures the children experience a wide range of play opportunities which effectively promote their skills, learning and development. Although some puzzles were incomplete and some pens did not work, the equipment was generally in good condition. Children are well behaved, and staff use very effective strategies to direct the children's behaviour in a positive and socially acceptable way.

The partnership with parents is effective. Information is shared both verbally and formally with parents having access to children's development and assessment records. Staff work closely with parents to ensure their religion, culture and beliefs are respected.

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

At the last inspection, Latton Green Pre-School agreed to obtain written parental permission to seek emergency medical attention or advice. This has been done and will ensure children can receive emergency treatment very quickly if necessary.

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

- The provision of designated, trained members of staff responsible for specific areas such as child protection, behaviour management, special needs and equal opportunities.
- The effective inclusion of children and families from differing backgrounds, religions, cultures and abilities in partnership with the parents and carers.

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

- accident recording details
- the procedure to be followed in the event of a lost child
- the maintenance of all resources and materials.

#### **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
5	Ensure all equipment and resources provided are suitable for their use.
6	Record what treatment is given in accident book.
14	Update the non collection of children procedure to include a procedure for lost children.

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

### **How effective is the nursery education?**

The provision for nursery education for 3 and 4 year olds in Latton Green Pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have an excellent understanding of the Foundation Stage and the stepping stones. The accommodation is used effectively. The main room contains most activities, but the group also regularly make good use of the school hall. Equipment and resources are easily accessible for the children and are used very effectively as teaching aids. Children are very well behaved, and staff are very effective in promoting positive behaviour in all children.

Planning and assessments are very well used. Activities are evaluated on how well they met the learning aims and how they can be improved. Children's abilities and achievements are assessed, and the information used to effectively plan the next stage in the child's learning.

The leadership and management is very good. The joint owners and providers manage a skilled team of committed staff who share responsibilities, teaching methods and are committed to constantly improving the care and education for all the children.

The partnership with parents and carers is very good. Parents are provided with good quality information on the setting. They are effectively kept informed about their child's achievements and progress, and are encouraged to share information and participate in the education of their child.

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

- Staff have a strong knowledge of the early learning goals. They use their expertise to plan a stimulating and balanced range of activities to enable the children to make very good progress in all six areas of learning.
- The excellent range of resources and activities are exciting, well planned and motivate children to learn. Children have many opportunities to access the resources and suitable challenges are set for the more able children.
- Staff and parents share information in an effective way which ensures continuity in the children's learning. Families from different backgrounds, religions and cultures are encouraged to share their beliefs. Staff use this information well to teach the children about their community as well as the world around them.

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

- ensure all equipment and resources are complete and fit for their purpose.

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

Latton Green Pre-school has made very good progress since the last inspection. They have effectively addresses their recording of achievements and assessments in order to plan the next steps in the child's learning. They have improved the sharing of information with parents and have developed their planning to include and evaluate the learning aims of set activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They follow instructions with confidence, and behave well with positive praise and encouragement from adults. The children are considerate to each other. They share resources and allow others to join in the activities. Children can concentrate well in large and small groups, and express excitement when they achieve a goal, such as completing a puzzle. The children are developing personal independence such as dressing and preparing their own snacks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and concentrate well, and readily join in group discussions such as story time. Children skilled in using books appropriately. They take these home and comments are recorded by both staff and parents. Children have access to many activities which allow them to recognise their own names, letter names and sounds. There are many carefully planned opportunities for children to practise their writing skills in formal activities and within play activities such as role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to name shapes, position, size and quantity through outstanding adult directed conversation in play activities. Children are developing their counting and number recognition skills through well organised number rhymes, stories and board games. Children are developing their understanding of measure through stimulating sand and water activities using various size and shape containers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children readily talk to adults about their experiences at home and at the pre-school, both past and present. Children are able to select and use a wide range of stimulating materials, such as sand, water, dough, & clay. There are excellent resources which support the children's understanding of technology including use of a computer. Children have developed their knowledge about living things such as caring for various pets, bugs and by growing things.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children respond enthusiastically to music and movement indoors. They are developing a sense of rhythm and are able to move their bodies with increasing control. Children are able to safely use a wide range of small tools such as scissors, paintbrushes and cutlery. The children are developing an increasing awareness of their own and others space. They are able to move round with increasing control and coordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore colour through paints, crayons, and pens. However, not all resources were well maintained. They have a good awareness of texture and how things 'feel'. The children dance, act and role play and their imagination is encouraged. Children enthusiastically explore sounds and make music themselves as well as singing songs from memory. Children have a good ability to describe and recall things they see, hear, smell, touch and taste.	

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



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- ensure all resources and equipment are complete and fit for their purpose.

*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.*