



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254360

DfES Number: 520678

### INSPECTION DETAILS

Inspection Date	22/03/2004
Inspector Name	Rachael Mankiewicz

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Belton Pre-School
Setting Address	Old School House 21 Church Street, Belton in Rutland Oakham Rutland LE15 9JU

### REGISTERED PROVIDER DETAILS

Name	Belton In Rutland Pre-School Playgroup 700615
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### ORGANISATION DETAILS

Name	Belton In Rutland Pre-School Playgroup
Address	Old School House 21 Church Street, Belton in Rutland Oakham Leicestershire LE15 9JU

## 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

Belton Pre-School was established in 1971. It is based in premises formerly used by the village school. It serves a rural community in the south west of Rutland, close to the border of Leicestershire. Children in attendance come from a wide area around the village of Belton-in-Rutland. The pre-school is managed by a voluntary management committee.

The pre-school caters for children from two years six months up to school age. There are currently 34 children on roll, including 14 funded three-year-olds and 10 funded four-year-olds. The pre-school is able to support children with special educational needs, and children for whom English is an additional language. The pre-school is open for 38 weeks a year during school term times. Opening times are from 9.15am to 12.15pm.

There are six members of staff employed at the pre-school; three of whom have relevant early years qualifications and a fourth working towards a qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Belton Pre-School provides satisfactory care for children. The setting offers a warm and welcoming child care experience for children. The premises are safe, maintained and organised well to make the most of the available space. Children have access to an outside area. The management and staff have a good awareness of health and safety issues, although the fire drill procedures lack some detail. Children are encouraged to learn good hygiene practices and to keep themselves safe.

The provision offers a good range of toys, resources and activities to meet the developmental needs of all children. The staff have knowledge and experience to support children with special needs and to encourage all children in their individual interests. Staff use sensitive and age-appropriate methods of managing behaviour.

Staff have a good awareness of the importance of working in partnership with parents and carers. The processes for the sharing of information are in place, but systems for ensuring that the needs of all parents and children are met are limited. Record keeping is of a generally good standard.

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

At the last inspection there were a number of items highlighted with regard to the recording of procedures to help ensure the safety of children whilst at the pre-school. The written statement regarding child protection, the administration of medication, and the information about complaint are now all in place and seen to be working in practice at this inspection. The written statement regarding behaviour management still needs further development to include an anti-bullying strategy, and a recommendation has been made to that effect as an outcome of this inspection. The safety issues regarding the kitchen area have been addressed, and the condition of registration concerning this issue has been removed. An appropriately completed register and visitors' book are now in place.

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

- Staff organise and supervise the available space well, allowing freedom of movement and the choice of activities and resources.
- The management committee and staff have a good awareness of safety issues that ensure the children are safe and secure when indoors and outside. Security is good, and on-going risk assessments of the premises and outings are carried out.
- Children benefit from the full range of activities and resources. Their interests are encouraged to develop by the staff who know the children well, and activities planned to cover the areas of development for all children.
- Parents are encouraged to work in partnership with the pre-school to benefit the children. Staff know the parents well, make them feel welcome and acknowledge their input in the assessment of the children and the running of the pre-school.

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

- the correct procedures for carrying out fire drills and the recording of the outcomes of the drills
- the equal opportunities policy to ensure that it is consistent with current legislation and guidance, and that it is understood, implemented and evaluated by all staff
- the written statement on behaviour management to include anti-bullying strategies

<b>Outcome of the inspection</b>
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Satisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
6	Meet any recommendations made by the Fire Safety Officer including the correct procedures and recording of fire drills.
9	Develop further the equal opportunities policy to ensure that it is consistent with current legislation and guidance, and that this is understood, implemented and evaluated by all staff.
11	Develop further the written statement on behaviour management to include anti-bullying strategies.

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

### How effective is the nursery education?

Belton Pre-School offers good quality nursery education in a caring and stimulating environment. Children are making very good progress towards the early learning goals in personal, social and emotional development; communication, language and literacy; and mathematical development. They are making generally good progress in knowledge and understanding of the world, physical development and creative development.

The quality of teaching is generally good, staff plan a wide variety of exciting and challenging activities that motivate children to learn. Staff use their skills to ask carefully framed questions that make children think and extend their learning. They are very good at adapting activities to take into account the children's varying ages and abilities. Planning is developing well, but is not yet consistent across all six areas of learning, particularly knowledge and understanding of the world and physical development. Staff understand how to observe and record what children can do in order to assess their progress towards the early learning goals. There are no children with English as an additional language. Children with special educational needs are well supported in the group.

Leadership and management is generally good, the staff and committee work well together. Staff work well as a team. The pre-school is about to embark on a quality assurance scheme that assesses the quality of the provision. The partnership with parents is generally good and contributes to children's confidence and ability to learn.

Parents receive good information about the setting and regularly contribute skills and resources to the group. Report books are available for parents to see on request, and they are sent home at the end of term, but they are not always easily accessible to parents.

### What is being done well?

- Staff's sound understanding of the Foundation Stage and the way children learn. They use this knowledge to plan exciting and challenging activities that motivate children to learn.
- Children's communication skills are developing well, they are learning to listen carefully to others and speak clearly. Staff's questioning skills challenge children to use language for thinking and for expressing ideas.
- Children are learning to write, they make marks when playing, trace and copy their names. Older children learn to write their names from memory using correctly formed letters.
- Staff provide excellent practical and enjoyable maths activities to engage the children and promote learning.

- Staff are very good at adapting activities to take into account children's varying ages and abilities.

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

- planned activities for knowledge and understanding of the world, particularly to develop children's understanding of a sense of time and sense of place and physical development
- opportunities for children to communicate thought and feelings through music and movement
- the planning, to ensure that all six areas of learning are covered and to show clearly what children are expected to learn
- plans for how the outside areas are used to positively promote children's learning
- the availability of children's report books so that they are more easily accessible to parents

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

Progress on the key issues raised at the last inspection has been very good, both key issues have been successfully implemented. Systems are now in place to support children with special educational needs very well. The staff have developed routines for providing practical mathematical experiences for children and they are now making very good progress in this area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with adults and make friends with other children. Children take part in exciting and challenging activities that ensure they are interested to learn. Children are well behaved, they obey simple rules and are learning to take turns and share. Children are growing in confidence and independence; they select resources and help adults, for example when counting and carrying the cups at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak fluently and confidently; they listen carefully to others and speak clearly. They are developing their language for thinking; for instance, about when you might wear a Kimono, and for expressing ideas about which material might be waterproof. Children enjoy looking at books and listening to stories. Children are learning to write, they make marks when playing, trace and copy their names, older children learn to write their names from memory using correctly formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy and are interested in a variety of practical maths activities. They count spontaneously throughout the session and older children recognise and write numerals. Children identify and name shapes, assess and measure size and quantities, using correct mathematical language. They are learning to combine two groups of objects to understand addition, and older children to take away an item or group of objects in order to understand subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate living things, for example noticing how beans grow and observe what happens when some are watered and some are not. They take part in exciting experiments such as testing materials to see if they are waterproof. They are developing skills in operating the computer which is also used to support other areas of learning. However, children's experience of a sense of time and a sense of place is less well developed.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop control and co-ordination when playing outside with wheeled toys and movement games with the parachute. They use a good range of resources to develop small muscle control and play enjoyable games such as fishing with magnetic rods to develop hand/eye co-ordination. They use malleable materials such as playdough and are practicing using small tools such as scissors safely. There is little opportunities for children to develop health and bodily awareness.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore colour and texture in free painting and make collages using different materials. They play imaginatively with a wide range of small world resources, in the home corner, and when trying on clothes in the 'clothes shop'. They make storybook puppets of their favourite characters from stories. Children respond to what they see, touch and feel such as silk Kimono. Children experience a variety of different music styles and have some opportunities to move imaginatively to music.</p>	

**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**

- Develop the planning to ensure that all six areas of learning, particularly knowledge and understanding of the world and physical development, are covered and clearly show what children are expected to learn. Include in the planning how the outside areas are used to positively promote children's learning.

*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.*