



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101858

DfES Number: 596892

### INSPECTION DETAILS

Inspection Date	13/11/2003
Inspector Name	Kimberly Negravi

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	The Woodfield Nest Pre-school
Setting Address	Elstub Lane Dursley Gloucestershire GL11 6JJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Woodfield Nest Pre-school
------	--

### ORGANISATION DETAILS

Name	The Woodfield Nest Pre-school
Address	Elstub Lane Dursley Gloucestershire GL11 6JQ

## 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

Woodfield Nest Pre-school opened in 1998 and the Out of School club opened the following year. Both groups operate from a self contained unit within the school grounds in Cam, near Dursley, Gloucestershire. The two groups are under one registration and serve the local area.

There are currently 28 children on roll. This includes 23 funded three-year-olds and 5 funded four-year-olds. Children attend for a variety of sessions, including all day. The setting can support children with English as an additional language and children with special needs.

The pre-school opens from 09.10 to 15.10 with morning and afternoon sessions available from 09.10 to 11.40 and 12.40 to 15.10. The out of school club operates from 07.30 to 8.50 and 15.15 to 18.00 term time and 07.30 to 18.00 during school holidays.

There are currently 22 full time and part time staff employed. Most staff have early years qualifications to NVQ level two or three. Three staff are currently working towards an early years qualifications. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Woodfield Nest Pre-school provides good care for children.

The group has an operational plan which works in practice. Staff deployment supports children in all areas. The environment is warm and welcoming, displaying children's work and posters. There are a good selection of resources, including ones that promote awareness to equal opportunities. The group is aware of the required documentation to be in place. Children's information sheets need to be amended to bring them in line with current guidelines. Procedures are in place to review policies on a regular basis.

A risk assessment has identified potential dangers. Staff have taken appropriate action to reduce risks to children. Regular routines help children to develop good hygiene practices. Appropriate procedures are in place to record accidents and medications administered to children. Staff could further develop procedures to ensure that confidentiality is maintained when parents sign these documents. Staff cater to children's dietary needs well. Children are well behaved and staff use consistent and appropriate methods to encourage good behaviour. Staff have a working knowledge of child protection issues and understand their responsibilities if abuse was suspected.

Staff plan interesting and varied activities for the children. Staff observe children regularly to ensure they are developing appropriately. Staff have a positive attitude towards equal opportunities and children with special needs. Staff develop children's awareness of equal opportunities through planned activities. Staff have attended special needs training and are aware of how to access support if required.

The partnership with parents is very good. Parents are given several opportunities to receive feedback about their child's progress. Staff encourage parents to be involved in their child's learning. Parents stated they are happy with the care provided and feel they could approach staff with any concerns.

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

At the last inspection the group agreed to make available policies including; special needs, child protection, behaviour management, complaints procedure and equal opportunities. They agreed to develop procedures for recording specific behaviour management incidents and medicines administered to children. The group also agreed to; make available staff files and evidence to support induction procedures for new staff; obtain parental permission to the seeking of emergency medical treatment and ensure the first aid box contents comply with health and safety regulations.

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

- Staff provide interesting and stimulating activities for children.
- Staff value the importance of developing a professional relationship with parents.
- Staff are committed to the group. This is evident in their willingness to participate in ongoing training.
- Staff make the environment warm, welcoming and safe.

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

- procedures for recording medicines and accidents;
- child information forms including contact telephone numbers and parental permission for emergency medical treatment.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	Develop procedures to ensure confidentiality is maintained when parents sign medication and accident records.
14	Ensure all parents give permission for the seeking of emergency medical treatment if required.

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

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

The children are making very good progress in all areas of learning.

The teaching of children is very good. Staff have a good understanding of the Foundation Stage and how children learn. Plans now incorporate the learning intention for activities and what children the activity could be adapted for. Staff evaluate sessions and activities to ensure the activities are suitable. Children's progress is monitored to ensure they are developing well and that the setting is meeting children's individual needs. Staff interaction with children is good. Staff ask open ended questions, encouraging children to think.

The leadership and management of the setting is very good. The setting has developed systems to evaluate its own strength and weaknesses. The setting is committed to the overall improvement for the benefit of the children. This is evident in staff's willingness to participate in ongoing training.

The partnership with parents is very good. Staff work hard to develop good relationships with all parents. Many opportunities are provided for parents to receive regular feedback on their child's progress. Parents receive detailed and ongoing information about the provision. Parents are encouraged to be involved in their child's learning. Many parents volunteer their time in fundraising, on the committee or on duty during session times. Parents state they are happy with the care provided and feel that staff are very approachable.

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

- The programme for personal, social, emotional development, physical development, mathematical development and knowledge and understanding of the world.
- The teaching of children supports their learning. Staff have a good understanding of the Foundation Stage and how they can support and extend children's learning opportunity.
- The group has developed systems to evaluate its own strengths and weaknesses.
- Staff work hard to develop a solid professional relationship with parents, so that together they may work in partnership to ensure children's needs are met.

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

- children's independent access to a variety of writing, media and creative resources.

<b>What has improved since the last inspection?</b>
<p>At the last inspection there were two areas for minor consideration; To continue to support the good work of the pre-school by planning a range of activities which encourage children to talk about past events in their lives; Develop staff knowledge of the desirable learning outcomes - extend planning of the educational programme to cover the desirable learning outcomes and show what children are expected to learn from the activity.</p> <p>The group has drawn up the following action plan to address the above issues; Staff increase children's understanding of time and the past through interesting topics which link to experiences have directly effected them.</p> <p>Staff have increased their overall awareness of the foundation stage by attending appropriate training. Planning now incorporates the learning intention for activities.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in personal, social and emotional development. Children are confident and have a positive attitude towards exploring and learning. They show increasing independence in selecting and carrying out activities. They are beginning to form relationships and often seek out others to share experiences. The children are well behaved and with adult encouragement help in tidy up routines. Planned activities increase children's awareness of the community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are making generally good progress in communication, language and literacy. Children use language to communicate. The focus activities allow children to link sounds to letters. Children enjoy books and they are provided with opportunities to predict and recall events of a story. Staff plan activities to allow children the opportunity to write. Staff could increase these opportunities by allowing children to have spontaneous and independent access to writing resources.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in mathematical development. Children show an interest in number and confidently count often to 10 and beyond. Mathematical concepts are reinforced by the use of children's rhymes and number displays. children have good shape recognition. Children are beginning to use mathematical language in play. Staff present children with practical activities in order to encourage children to begin to add and subtract.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Staff provide interesting activities for children to explore, investigate and discover how things change over time. Children design and build using construction toys. Children confidently access the computer. The concept of time is reinforced through children's access to photographs of themselves. Staff plan interesting activities to encourage children's understanding of different cultures and the community.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
The children are making very good progress in physical development. Staff provided many opportunities for children to play outside. Children are confident movers and move in a variety of ways with increasing control. Planned topics such as health and bodily awareness encourages children to understand why exercise is important. Children have access to a good selection of large and small equipment.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children are making generally good progress in creative development. Through planned activities children have access to a variety of resources. Staff could provide children with independent access to these resources. Children enjoy music. They experiment with a variety of instruments and have a good repertoire of songs. Children engage in imaginative play, often based on themes within the pre-school.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---



## **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 improving the following:
- Provide children with spontaneous and independent access to a variety of writing, media and creative resources.

*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.*