



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221721

DfES Number: 512770

### INSPECTION DETAILS

Inspection Date 09/02/2005  
Inspector Name Susan Smith

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Littleport Community Pre-School  
Setting Address Parsons Lane  
Littleport  
Ely  
Cambridgeshire  
CB6 1JT

### REGISTERED PROVIDER DETAILS

Name The Committee of Littleport Community Pre-School 1105943

### ORGANISATION DETAILS

Name Littleport Community Pre-School  
Address Parsons Lane  
Littleport  
Ely  
Cambridgeshire  
CB6 1JT

## 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

Littleport Community Pre-school is run by a management committee. It has been registered since 1992 and was formerly known as Littleport Play and Toddler Group. In September 2004 a new committee was formed linking the group with the community primary school and the group has been re-named to reflect this change. The group operate from the Old Rural Science Block in the grounds of Littleport Community Primary School in Littleport.

The pre-school is open each weekday 9.00 am - 11.30 and 12.30 pm - 15.00 term time only.

There are currently 52 children aged from 2 to under 5 years on roll. Of these 38 children receive funding for nursery education. Children come mainly from the local community.

The group has 6 staff members, four of the staff, including the supervisor hold appropriate early years qualifications.

The group encourage parental involvement. The setting receives support from the Cambridgeshire Early Years and Childcare Partnership and the co-ordinator of the Foundation Stage at Littleport Community Primary school.

### How good is the Day Care?

Littleport Community Pre-school provides satisfactory care for children.

The premises are safe and clean and have colourful and appropriate displays on the walls providing a warm and welcoming environment for children and parents.

Most health and hygiene issues are given appropriate attention. Children are provided with healthy snacks and their individual dietary needs are met, however snack time does not encourage children's independence. The required documentation, procedures and most policies are in place to ensure children are cared for according to their parents wishes, however, only limited information is

recorded on fire drills.

Physical activities are offered indoors and outdoors to promote the children's physical development but these are adult led and do not always meet the needs of the children. Children are provided with a variety of resources and activities to encourage their learning and development. Staff observe children, however this is not used to plan the next steps for the children's play, learning and development.

Staff use positive language but are not always consistent in managing children's behaviour.

Partnership with parents is good. Staff work closely with parents to promote consistency of care. Parents are kept informed about their children's progress and routines through verbal feedback at the end of the session.

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

At the last inspection the group agreed to a number of action covering the health and safety of the children, improving some of the documentation and to provide a named deputy to cover when the supervisor was not available. The group have an effective procedures in place to ensure that all staff and other relevant people have been vetted. They have a named person to deputise when the supervisor is not available and the actual times of arrival and departure are recorded on staff, children and visitors. All electrical and gas appliances conform to safety requirements and are checked annually. The procedure for administering and recording medicines given to children now meet the required standard. The group record significant incidences and give verbal notification to the relevant parents.

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

- The staff know the children well and are striving to form good relationships with them. They have developed routines which help the children feel secure and eager to come into the setting.
- Staff work with the parents to support the children, by welcoming them into the setting and valuing their contribution through information sharing.
- The group are developing inclusive practices to ensure that the needs of children with Special Educational Needs (S.E.N) are met. They have a named member of staff for S.E.N who liaises with parents and other agencies. This ensures that they have a good understanding of each child's needs and how the needs can be met.

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

- Snack time with regard to promoting children's independence
- Behaviour management, with regard to the development of a consistent approach throughout the staff team

- Information with regard to fire drills
- First Aid Equipment

**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.)**

There are no complaints to report.

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

Std	Recommendation
11	Ensure all staff use a consistent approach to dealing with challenging behaviour and act as a good role model to the children.
6	Record detailed information of the outcome of fire drills.
7	ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations
8	Encourage children's independence by offering opportunities for children to pour their own drinks.

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

### How effective is the nursery education?

The provision for nursery education at Littleport Pre-school is good. It enables children to make generally good progress towards the early learning goals in all areas.

The quality of teaching is generally good. Staff create a relaxed environment where most children are confident to learn. They know the children well and are interested in what they say. Staff have an understanding of the Foundation Stage and the early years goals but this is not reflected in the planned curriculum. The learning intentions of activities are not clearly identified in the weekly plans which are restricted to one stepping stone for each of the six areas of learning. Assessments are only made against the stepping stones and do not give a true reflection on what individual children are able to achieve. Some opportunities are missed by staff to extend learning through the effective use of questioning during everyday activities and routines, particularly in mathematics and letter sounds.

Leadership and management is generally good. Staff work together and they know their roles and responsibilities. They show a commitment to the care and education of the children.

There has recently been a change in the management of the pre-school and it is now over-seen by the local community primary school. Relationships between the staff and committee are in their infancy. The committee hold regular meetings and the staff are invited to attend. Currently staff do not have appraisals. Partnership with parents is generally good. Parents speak highly of the setting. Staff try hard to involve parents in their children's learning with a rota for parent helpers and termly newsletters. Parents are represented on the management committee.

### What is being done well?

- Staff give good attention to developing children's listening skills. Consequently children listen attentively to stories and each other.
- Children are becoming confident communicators, they initiate conversations with each other and adults and enjoy talking about events in their lives.
- Children are developing good relationships with adults and their peers. Some work co-operatively together, sharing ideas and taking turns.
- Children can independently access some resources, initiating their own play and learning.

### What needs to be improved?

- The balance between adult led and child initiated activities and adaptation to

meet the needs of the more able children

- Methods of observing children and assessing their learning so that this is used effectively to plan the next step for individual children against the learning outcomes
- the use of daily activities and routines to offer opportunities for children's to develop their knowledge of mathematical language and letter sounds
- staff appraisals and self-assessment of the provision to identify its own strengths and weaknesses

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

The pre-school has made limited progress in addressing the two key issues identified at the last inspection.

Some staff have attended training on assessment and planning and have under-taken level three qualifications in Early Years Childcare and Education.

A system has been adopted to assess children against specific stepping stones on a weekly basis. However, it is not comprehensive or robust enough to enable staff to identify the next steps of learning or to enable staff to plan effectively for the children.

The current system of planning does not identify any adaptation of activities for the more able children in any area of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show enthusiasm for activities. They are learning to take turns and are beginning to form meaningful friendships with their peers. However some children find it hard to share and there are limited strategies to ensure moral and social behaviour is positively fostered. Most children separate from their carers easily and are confident to speak in group situation. Children are encouraged to manage some self-care independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children respond with enjoyment to stories and songs. They use language purposefully to communicate with peers and in simple negotiations. A mark making table is always available as a lead to eventual writing. Some children recognise their own name and understand that prints carries meaning from books. However, there are limited opportunities for children to write their own name and for letter sound recognition.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children can recognise numerals and some are able to count up to 14 with support when the register is taken. They sing simple number songs where they learn about subtraction e.g. " 5 little ducks". Planned activities give the children time to solve simple problems. However, there are missed opportunities to re-inforce the children's learning within the daily routines and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Activities such as cooking and watching ice melt and water freeze are enabling children to observe change. Children are developing a good sense of time and place through daily activities which note the weather and the day of the week. Knowledge of the wider world is introduced through festivals such as Chinese New Year. Children have access to the computer under adult supervision. However, opportunities for children to freely explore and investigate within some activities are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Equipment is provided which enables children to climb, balance, pedal, steer and develop ball skills. Children have an awareness of personal space and are beginning to demonstrate control and co-ordination. Children use a variety of tools with confidence e.g. hammer and nails in corkboard, rolling pin and cutters. Health and body awareness is explored in topic work. However, planned activities do not always challenge the more able children.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are given opportunities to explore texture, colour, shape and to develop their imagination. Sound and rhythm is explored through singing simple songs from memory and using musical instruments. Some children enjoy role-play in the home corner and dressing up. There are some adult led activities to promote creativity, however, there are limited opportunities for children to freely initiate activities and allow them the freedom to explore a wide range of creative resources.

**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**

- Methods of observing children and assessing their learning so that this is used effectively to plan the next step for individual children against the learning outcomes
- The use of daily activities and routines to offer opportunities for children's to develop their knowledge of mathematical language and letter sounds
- The balance between adult led and child initiated activities and adaptation to meet the needs of the more able children
- staff appraisals and self-assessment of the provision to identify its own strengths and weaknesses

*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.*