



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106985

DfES Number: 580385

### INSPECTION DETAILS

Inspection Date 22/06/2004  
Inspector Name Yvonne Campbell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Horfield Welly Pre-School  
Setting Address Wellington Hill  
Bristol  
Avon  
BS7 8ST

### REGISTERED PROVIDER DETAILS

Name The Committee of Horfield Welly Pre School 1045897

### ORGANISATION DETAILS

Name Horfield Welly Pre School  
Address Horfield Welly Pre School  
Wellington Hill  
Bristol  
Avon  
BS7 8ST

## 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

Horfield Welly Pre-school operates from the Horfield Parish Church Hall on Wellington Hill. It serves the local areas of Horfield, Westbury-on-Trym and Henleaze.

There are currently 31 children on roll. This includes 10 funded three-year-olds and 21 funded four-year-olds. Children attend for a variety of sessions. There are no children who have special needs or who speak English as an additional language. The playgroup has the support of a teacher from the Local Education Authority. The group opens four days a week, Tuesdays to Fridays, during school term times. Sessions are from 09:30 to 12:00 hours.

Three part-time staff work with the children. Two have the level three qualification of the Diploma in Pre-School Practice. One staff is currently on the National Vocational Qualification level three course. The playgroup also employs four regular helpers.

### How good is the Day Care?

Horfield Welly Playgroup provides good quality care for children. Staff are trained and experienced in working with children. Space is used well. The large hall is used to its full advantage. Activity areas are arranged to allow children clear choices and freedom of movement during play. In fine weather they move freely between the indoor and the enclosed outside play areas.

The environment is welcoming. Staff greet children and parents at the door. Children are very excited on arrival and they start to play immediately. A broad range of furniture, equipment and toys is provided. Toys are stimulating and provide sufficient challenge. Children concentrate for long periods during play and they talk excitedly about what they are doing. Records are clear and up to date. However, some policies such as the staff induction and the child protection procedure are below the required standard.

Staff have a satisfactory understanding of health and safety and they take action to

keep children safe. The premises are kept secure and no unauthorised adults can enter into the building during the session. The premises are very clean. Staff actively promote good health and hygiene. Children know to wash their hand at appropriate times and do this independently. The individual needs of children are well met. Staff have a thorough understanding of each child and they offer regular opportunities to include children during activities.

The provision meets the needs of children well. A broad range of indoor and outside activities help children progress in all areas, especially in intellectual and social development. Behaviour is generally good. Children have clear boundaries and they comply with instructions.

Partnership with parents is very good. Parents find staff helpful and eager to meet children's needs. Parents have regular information about the playgroup and they are happy with the care provided.

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

Since the last inspection staff have carried out a risk assessment of the premises. The procedure for the administration of medication has been developed, and the complaints procedure now includes the telephone number and address of the regulator.

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

- The provision meets the needs of pre-school children well and helps their progress in all areas of development.
- Space is used effectively to provide several activity areas and freedom of movement both indoors and outside during play.
- The environment is welcoming for children and parents.
- A broad range of furniture, equipment and toys is provided to support play and learning.
- Children's individual needs are met well. They are all included and their differences are valued.
- Works closely with parents and provides them with regular information about the provision.

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

- the induction procedure for staff to be developed and recorded
- the child protection procedures to be developed to include the actions to be taken if a member of staff is accused of abuse.

**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	Develop records to include the induction procedure for staff and the action to be taken if a member of staff is accused of child abuse.

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

### How effective is the nursery education?

Horfield Welly Pre-School offers good quality nursery education where children have rich learning experiences on the premises and during outings. The well qualified, stable and committed staff team ensure that children are making generally good progress along the stepping stones towards the early learning goals.

The quality of the teaching is generally good. Most staff have a good understanding of the Foundation Stage, and this is reflected in the planning of activities where the areas of learning are clearly identified. However, there is no evidence in plans of the expected learning outcomes for children nor are there evaluations of the effectiveness of activities. A minority of staff are not sufficiently alert to spontaneous learning opportunities. Most staff use effective strategies to manage children's behaviour, but these methods are not consistently applied.

Leadership and management of the setting is generally good. The pre-school benefits from a very active and involved parent-led committee. The chair person has a clear understanding of his area of responsibility and the committee provide good support to staff. The pre-school leader is able, competent and offers inspiring leadership. However, some weaknesses within the provision have not been fully addressed. There are close links with children's future schools.

Partnership with parents is very good. There are good systems for communicating with parents through a variety of methods. Parents are fully informed about the planned activities and staff involve them as much as possible in their children's learning. Parents say that staff are friendly and accessible, and they are confident to approach staff with any concern. They always get a positive and helpful response.

### What is being done well?

- Staff plan and provide a rich variety of learning experiences for children.
- Children are confident, enthusiastic and independent learners; they work well together.
- Staff have close links with the schools children will move on to when they leave pre-school, ensuring continuity for children and ongoing awareness of needs.
- Partnership with parents is very good. Staff involve parents as much as possible in their children's learning, for example, parents bring in objects from home to help with activities and there is a duty rota for parent helpers. Parents are also invited on outings.
- Staff liaise well with the active parent-led committee. The leader offers inspiring leadership. Staff have clear aims and a firm commitment to improving the provision.

**What needs to be improved?**

- the planning of the education programme to include the expected learning outcomes for children and evaluation of the effectiveness of teaching
- staff's understanding of the stepping stones process, to include awareness of when spontaneous learning is taking place
- staff's understanding and consistent implementation of the behaviour management strategies.

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

Generally good progress has been made since the last inspection. Staff have enhanced the planning of the educational programme to identify the six areas of learning in the early learning goals. There are suitable activities planned in each area to promote good development along the stepping stones.

Children's progress is assessed and appropriately recorded. However, there is no written evidence of the outcomes or any evaluation of the effectiveness of the teaching. This continues to be an area which needs to be addressed.

Staff have further developed the partnership with parents by sharing information about the educational provision. This is done through the newsletter and by displaying plans and education programmes on the parents' notice board.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have an increasing level of independence. They are confident and they settle quickly on arrival. Children express their feelings well. They talk freely about their homes and community. They enjoy working together and form good relationships with their peers and adults. Children generally behave well. They have clear awareness of the boundaries and they respond well to adult instruction. Unsatisfactory behaviour occurred on one occasion during a music activity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children thoroughly enjoy listening to stories. They are attentive and concentrate and make relevant observations about characters or the illustrations. They make links to sounds and letters and can tell the letter that some words begin with. They enjoy using books and hold them correctly turning the pages with ease. Children are not adequately encouraged to use books during freeplay. Children have regular opportunities to practise writing and mark making.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident when working with numbers. They count during daily activities and most children can count to twenty. They understand the concepts of lighter and heavier, more and less and use these ideas in their interaction with each other. They are developing an understanding of subtraction through rhyming songs. Children are developing clear awareness about the shape of every day objects. They know that the snack plate is round and use terms such as square and triangle appropriately.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore the environment. They discuss the weather and they know the terms for different variables in temperature such as cold, sunny, windy and warm. They can clearly differentiate between the past and present and can connect different people to specific events. Children are developing good skills for construction and they build and experiment safely with structures made from different materials creating and solving problems.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move freely with pleasure and confidence. They move purposefully between the indoor and outside areas, keeping at a safe distance when playing with other children. They show increasing control when playing with objects such as balls, and they can control and coordinate the movements of their limbs when using wheeled toys. Children have good opportunities to develop small muscle skills. For example, when regularly using malleable materials they roll, stretch and pat playdough into shape.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy the opportunity to extend their creativity in many ways. They explore and enjoy the different sounds of percussion instruments as they play during music activities. They express themselves and their understanding of the world through painting and during role play. Children use symbolism in art work to show understanding of the world, for example enveloping a painting with another colour as "camouflage".

**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**

- Further develop the planning of the educational programme to include the expected learning outcomes of activities for children and the evaluation of the effectiveness of the teaching.
- Develop staff's understanding of the stepping stones to include awareness of when spontaneous learning is taking place.
- Develop staff's understanding of behaviour management and ensure that strategies are consistently applied.

*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.*