



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254125

DfES Number: 500510

### INSPECTION DETAILS

Inspection Date	01/11/2004
Inspector Name	Rosalie Mary Turner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Horsford Pre-School Playgroup
Setting Address	Horsford Village Hall Holt Road, Horsford Norwich Norfolk NR10 3AQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Horsford Pre-School Committee 1036009
------	--

### ORGANISATION DETAILS

Name	Horsford Pre-School Committee
Address	Horsford Village Hall Holt Road, Horsford Norwich Norfolk NR10 3AQ

## 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

Horsford Pre-school Playgroup opened in 1969. It is run by a committee of parents and carers and operates from two rooms within the village hall in Horsford, a large village to the north of Norwich. The pre-school mainly serves the local area.

A maximum of 34 children may attend the pre-school at any one time. The group is open each weekday from 09:00 until 11:30 for 36 weeks of the year. Sessions are also available on Mondays, Tuesdays and Thursdays from 12:30 until 15:00. Children attend for a variety of sessions. All children share access to a secure, enclosed outdoor play area.

There are currently 68 children aged from 2 to under 5 years on roll. Of these, 46 children receive funding for nursery education. The pre-school currently supports children with special educational needs and is willing to support those who speak English as an additional language.

The pre-school employs nine staff. Five members of staff, including the supervisor, hold appropriate early years qualifications. Three members of staff are working towards a qualification.

The setting receives support from a teacher from the Early Years Development Childcare Partnership.

### How good is the Day Care?

Horsford Pre-school Playgroup provides good quality care for children aged from two years to under five years.

The staff continue to update their training to ensure that their knowledge and skills are up to date as evidenced by their excellent practices within the setting. All aspects of the provision are well organised to ensure that children are stimulated and well cared for. The attractive range of brightly coloured posters and displays, that are set out daily by the staff, are welcoming to the children who come into the

group happily. All documentation is in place to support the pre-school to operate smoothly although the complaints policy requires a slight amendment.

Staff have a thorough understanding of children's safety. The risk assessment and daily check of the premises enables children to play freely with minimum risk of harm. Health and hygiene practices are effective. Staff teach children the importance of regular hand washing to protect them from the spread of infection but some of the first aid equipment is not sterile. The children enjoy a range of healthy and nutritious snacks, including a variety of fresh fruits, to help them to thrive.

Children display confidence as they laugh and chat together during play. The staff treat the children as individuals. They make time for each child to help them to feel valued whilst adapting activities skilfully to ensure children of all abilities make progress. The staff make excellent use of praise to reinforce wanted behaviour and enable children to feel good about themselves. Children are happy and behave well. Staff are aware of the signs and symptoms of children at risk to support children's welfare and safety.

The relationship with parents and carers is strong. Parents are given superb information about the setting and the care given to their children. As a result they comment, '...I can't praise the playgroup highly enough' and '...the staff make it easy for me to make comments.'

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

Not applicable. There were no actions raised at the previous inspection.

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

- The staff interaction with the children is excellent. They are kind and considerate, sitting at the tables or on the floor to encourage play. Staff make effective use of questioning to help children to learn, constantly prompting 'how many/what colour...?'. Their exceptional skills, enthusiasm and commitment help the children to make very good progress and develop in all areas of their learning.
- Children are able to access a commendable range of high quality toys and equipment that encourage them to make progress. The toys are sensitively presented in low level storage units, which allow children to self-select and develop independence. Equipment is regularly changed from the large stock available to maintain children's interest.
- Staff manage children's behaviour well. They set admirable examples to the children by being fair, calm and polite in their approach to help children to manage their own behaviour. Children understand the simple and positive 'Golden Rules' and the staff give clear explanations when they intervene to help children learn right from wrong.
- The valuable two way share of information between pre-school and parents, as evidenced by the informal daily chats and the 'notes from pre-school to home' sheets, enables staff and parents to work alongside each other to

meet the needs of all the children.

**An aspect of outstanding practice:**

The operational plan is outstanding. It is superbly researched to include comprehensive information and public advice leaflets such as health and safety law and manual handling. The exceptionally clear format follows the 14 National Standards, to enable information to be easily accessed. As a result new pre-school members have excellent, detailed guidance that enables them to continue to organise staff, resources and equipment effectively. This is evidenced by the high quality of care that the setting continues to provide.

**What needs to be improved?**

- the maintenance of the first aid kit to ensure that the contents remain sterile
- the complaints policy to provide parents with the correct contact number for Ofsted should they have a concern.

**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
7	Maintain the contents of the first aid box, to ensure that they remain sterile.
12	Amend the complaints procedure, to ensure that contact details for Ofsted are accurate.

## **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 Horsford Pre-school Playgroup is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff work exceptionally well together and all demonstrate an excellent understanding of the early learning goals and how young children learn. They choose from a comprehensive range of good quality resources to plan a variety of absorbing activities, both inside and out of doors. Staff make effective use of their observations of individual children to inform planning and thus give opportunities for children to move onto the next step of learning. Staff are positive and consistent in applying guidelines for good behaviour. The children understand what is expected of them and respond appropriately. Behaviour within the setting is exemplary.

The leadership and management of the group is very good. The committee and staff work well together to manage the group. The committee gives valuable guidance to the experienced staff team to enable them to plan, deliver and monitor the educational programme effectively. The setting is committed to improving their already high standards by encouraging staff to continue to train. Consequently the pre-school provides a stimulating learning environment that enables children to continue to make very good progress in all areas of their learning.

The partnership with parents is very good. Parents comments and opinions are valued. They are warmly welcomed into pre-school and are given valuable information to help them to understand the curriculum and be involved in their children's learning. The well planned brochure, informative newsletters and the sharing of the children's 'learning stories' help parents support their children's learning at home.

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

- Staff provide outstanding support for all children but in particular to help children having special educational needs. They work closely alongside parents and external advisors to develop meaningful play plans. As a result children having identified needs are fully included and able to make progress.
- Planning is thorough, detailing staff roles, resources needed and differentiation to stretch the more and less able child. Plans are clearly linked to the stepping stones and the early learning goals, to ensure that all six areas of learning are covered.
- Children are offered many worthwhile opportunities to practise early writing skills within free play and structures activities. Staff provide exciting role play areas such as a laundry, travel agents or garden centre and include pencils and paper to enable children to write for a purpose. They liaise with the

school to ensure consistency when teaching, using wipe clean cards to help children to form their letters. As a result some children are able to form recognisable letters and begin to write their names.

- The setting makes excellent use of the community to help children to learn about their local environment. Police, fire fighters, a road safety officer and paramedic have all visited the pre-school. Children also walk to the local shop to buy food or post letters to help them to find out about the world in which they live.

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

- the position of the number line, to maximise opportunities for children to refer to it when using number in a practical way.

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

The last inspection required the pre-school to maximise opportunities to encourage parents and carers to regularly contribute to children's assessment records through sharing observations from home. The group was also asked to encourage practical mathematical problem solving during daily routines.

The setting has made very good progress since the last inspection. Parents are encouraged to access their children's keyworking files at any time. In addition, files are sent home half-termly for comments from home to be included. Information is exchanged, informally, on a daily basis whilst regular newsletters remind parents to share details of their children's progress. Consequently they are able to be more fully involved in their children's learning. Staff plan to ensure that they take opportunities to discuss number within daily activities. For example at snack time when they discuss cutting fruit into halves and quarters. They question children carefully asking 'How many ...?' to challenge children to develop their mathematical thinking. Staff sing number rhymes and encourage children to sort and match. As a result children are making good progress with their problem solving skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and come in to the group happily. They are motivated to learn and show excitement as they mix coloured water. Children persist with difficult tasks and show good concentration skills with their collage. They are developing good relationships with staff and help each other as they play. Children are learning to share and use an egg timer to help them take turns. Their personal independence is fostered as they take themselves to the toilet and put on their coats.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, sharing their views in large and small groups and communicating their needs effectively in play. They enjoy rhymes and stories and show increasing listening skills as they play sound lotto. Children are learning to link sounds with letters and follow text. They are helped to recognise that print carries meaning by the excellent use of labelling, to develop their early reading skills. Children are gaining pencil control as they attempt writing to label their art work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children actively use and discuss numbers in their play. All count competently and reliably to six and some are able to count beyond. Number lines help children to recognise numerals but they are not used as a resource to develop their ability to calculate. Children have a stimulating range of equipment to recreate mathematical patterns as they match and sequence by size, shape and colour. They find items from positional clues and are learning to solve practical problems as they weigh resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children competently build and construct using an excellent range of construction sets, as well as by experimenting with junk modelling. They have effective chances to learn about the natural world as they investigate and explore life cycles, examine bugs and collect leaves. Children learn about technology within daily activities as they operate the tape recorder and programmable toys. They are finding out about cultures and beliefs through purposeful topics that explore festivals of the world.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children are learning to move with control and co-ordination when they move to music and balance on tiptoe. They demonstrate an excellent awareness of themselves, space and others as they travel confidently around the large hall avoiding obstacles. Children improve their hand/eye co-ordination as they use scissors and glue sticks, picking up small sequins with increasing control. Children are learning to recognise the importance of staying healthy through topic work such as 'safety in the sun.'

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children use many stimulating materials to explore colour, shape and texture. They enjoy mixing coloured water or comparing wet and dry sand. Exciting use is made of the role play areas to develop children's imagination, for example when it is a garden centre and laundry. Children have useful opportunities to explore sound patterns when using musical instruments or clapping to rhythms. Children's sensory development is well promoted as they make soup, explore cornflour and dance to music.

**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 improving the following:
- Positioning the number line, to enable children to refer to it when using number in a practical way.

*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.*