



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254259

DfES Number: 500690

### INSPECTION DETAILS

Inspection Date 10/03/2004  
Inspector Name Jane Louise Tallent

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name School Lane Pre-School  
Setting Address School Lane  
Sprowston  
NORWICH  
Norfolk  
NR7 8TR

### REGISTERED PROVIDER DETAILS

Name The Committee of Sprowston Lane Nursery School

### ORGANISATION DETAILS

Name Sprowston Lane Nursery School  
Address School Lane  
Sprowston  
NORWICH  
Norfolk  
NR7 8TR

## 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

School Lane Pre-School has been registered since 1994. Sessions are provided from within shared premises in a resource centre in Sprowston, which is on the outskirts of Norwich, in Norfolk. Whilst they care for children, on the premises, they have sole use of a kitchen, two large play rooms and an outdoor area. Toilet facilities are shared. They open each weekday morning between 9:30 and 12:00, during term times. There are currently 22 children on roll, of whom 15 are funded three-years-old and seven are funded four-year-olds. Currently amongst the children who receive funding there are none who have been identified as having special educational needs, and none who speak English as an additional language. Nine members of staff are employed in total to work with the children. The supervisor holds an appropriate Diploma in Pre-school Practice. Another staff member has obtained a childcare certificate at level two. Two other practicing students are currently undergoing training. The pre-school receives support from an external advisory teacher, and from their Early Years Development and Childcare Partnership.

### How good is the Day Care?

School Lane Pre-School provides satisfactory care for children. Staff are positive and friendly towards the children and create a happy and stimulating environment for children to enjoy as they take part in activities and begin to make friends. There have been recent changes to the staff team, which includes the appointment of a new supervisor. The adult ratios are high which enables staff and parent helpers to engage in worthwhile interaction with children. However some development of the operational plan to ensure that the policies are up to date and that staff are fully aware of procedures is needed.

Risk assessments are carried out on the premises to make sure that children can play safely, and without unnecessary exposure to hazards. The outdoor area is not currently used following recent maintenance work to the area. However the group plan to rectify this by securing the area once again.

The pre-school staff create some worthwhile free play opportunities for children to

choose from, and have a wide range of good quality resources to interest the children. Imaginary play is prioritised and children and staff become engrossed together in bathing babies at the hospital for example.

The pre-school's relationship with parents and carers is positive. The committee is made up from parents who are able to contribute towards their children's learning in practical ways, such as helping to maintain adult to child ratios on a rota basis. Policies are available to parents.

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

Since the last inspection a new supervisor has been appointed. Parents interviewed report that new and exciting improvements are being made, since this appointment, and as a consequence the children are able to enjoy a variety of new activities and experiences.

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

- The way that staff interact with children, particularly when engaged in role play. The staff are friendly which has a positive impact on the children's level of confidence and on their self-esteem.
- The use of resources. These are of good quality and are provided in sufficient quantity to stimulate the children's interest and engage them in worthwhile activities.
- The partnership with parents is good. Parents are able to become involved in their children's care through numerous practical actions, such as helping during sessions, and becoming committee members.

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

- the system for monitoring that all staff have undergone all checks
- the group's operational plan so that it clearly identifies the role of staff members
- the frequency that fire drills are carried out to ensure that everyone is familiar with the evacuation process
- the development of the group's policy statements on special needs, child protection issues and behavioural management, so that they are understood and implemented by all staff.

#### **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
1	Devise an effective system to monitor that all staff have undergone enhanced CRB checks, this includes the need to update previously held standard CRB checks.
2	Develop the group's operational plan to identify the role of staff members and ensure that children's needs are met
6	ensure that sufficient fire drills are carried out to ensure that staff and children are familiar with the evacuation process
10	develop and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, that are consistent and take into account the children's ages and stages of development
13	develop (staff's) knowledge and understanding of child protection issues

## 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 School Lane Pre-School is of good quality. Children are presented with a variety of interesting activities to explore freely, and enable them to make generally good progress in all areas of their learning, apart from their physical development where there are some weaknesses in the programme.

The quality of teaching overall is generally good, and staff are responding positively to changes being introduced by the new supervisor following her recent appointment. The staff are friendly and provide the children with plenty of opportunities to explore for themselves during free play activities, although there are fewer opportunities for the children to make systematic progress by engaging in structured activities, which challenge them as part of a development plan. Staff have introduced assessments and individual profiles to record children's achievements. These are currently being developed so that they can be used to plan meaningful activities that are designed to challenge the children.

The leadership and management of the pre-school is generally good. The committee support staff members to appoint staff, and help formulate the group's policies and procedures.

The partnership with parents and carers in the pre-school is generally good and developing well. Parents are welcome to stay and settle their children and some help during sessions which enables them to begin to make positive contributions to their children's learning.

### What is being done well?

- The children are presented with a good selection of free choice activities to promote their personal, social and emotional development. Consequently most of the children are making friends, gaining confidence and showing some sensitivity towards other members of the group.
- Interaction between the staff and children is good, which enables children to feel valued. Staff are interested in what the children do and are friendly and helpful. They work hard to provide them with a safe and stimulating environment.
- Resources are well used to promote imaginary role play and help children to develop their knowledge and understanding of the world.
- Relationships between the new staff team and parents and carers are developing well.

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

- the structure for making assessments in order to regularly record individual children's achievements and use them to identify areas of progression that can be used when planning meaningful activities for children, and can be shared with parents
- the adaptation of the existing plans, that were originally produced for another group, so that they are meaningful for this group of children, and identify challenges and progression routes for children so that they are motivated to build on their existing skills and make progress in early problem solving and development of large physical skills
- a structure for appraising staff and begin to monitor the overall effectiveness of the group.

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

Since the last inspection the group have undergone significant staff changes and made many improvements to the care and education of the children, for example, they have successfully implemented changes to address the first three action points although some elements of the fourth and fifth points remain. Generally good progress has been made overall.

They have appointed an experienced and qualified supervisor who is familiar with the Early Learning Goals and is gradually introducing and implementing changes to practice.

Staff are beginning to balance some adult led activities successfully with free play to help children to develop their personal independence and be able to make decisions.

The introduction of topics such as the one relating to the body, provides children with some worthwhile opportunities to begin to notice and discuss changes to their bodies.

The group are beginning to carry out assessments, but these are not yet sufficient to systematically identify individual children's next stages of learning that can be used when planning activities. They have still to devise a way to involve parents in their children's assessments and are receiving some help with this, from their advisory teacher.

The staff have not yet introduced sufficient challenges into the curriculum to motivate older children to begin to develop good investigative skills and question how and why things work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settling well and developing confidence. They assume some responsibility for their personal hygiene, by washing their hands after using the toilet. Some pour their drinks. They are encouraged to help to tidy up, share and take turns. Consequently they are able to make friends. Most children know the difference between right and wrong are able to sit quietly for a story and show excitement during action songs. They select activities and are helped to persist with difficult tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to communicate their needs and share their experiences. They all listen well to stories and know how to hold books and turn the pages. They can see their name labels displayed and are beginning to understand that words have meaning, although they are not often motivated to use the labels in practical activities. Writing materials are available and some children have begun to want to make marks on paper as they bring in letters that they have written at home for their friends.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children practice counting forwards to ten as they thread beads onto necklaces. They also enjoy using simple addition and subtraction during action songs. Resources are available to help children to make sets. Staff use mathematical language to help the children to differentiate between sizes and recognise colours and shapes. They do not always help children to build on their knowledge during practical activities, such as to work out how many more biscuits are needed when some are dropped.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to discover how their bodies work through themes, and they are encouraged to think about cultures during topics such as the Chinese New Year. Resources reflect a multi-cultural environment and children are beginning to show sensitivity towards others. Imaginary role play enables children to discuss familiar situations and talk about their own families. They can use a good range of natural materials such as dough, bark, and gravel to help with sensory development.

**PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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The children have some access to coupe cars and are developing some spatial awareness as they move around the room. There are few planned physical activities available for children to begin to move confidently through objects and be able to climb, run, jump and practice throwing. A suitable range of resources are, however, available for children to practice hand and finger control when using scissors, pencils and laces to thread objects onto. Most children use these tools confidently.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's are able to express themselves well during imaginary role play, which is a strength of this group. They use cournflour and dough to explore different textures and use craft materials imaginatively to create dough and feather islands for some of the toys. Most of the children enjoy being able to imitate noisy and soft sounds during group stories and action songs although they are presented with few opportunities for free expression in music and dance. Wall displays add value to work.

**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 structure for making assessments so that individual children's achievements are recorded and used to identify areas of progression in plans and are shared with parents
- adapt the plans that are currently being used, so that they are meaningful for this group of children, and develop them with staff to identify challenges and progression routes for children
- make plans to introduce a structure for appraising staff and being able to begin to monitor the overall effectiveness of the group.

*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.*