



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223607

DfES Number: 519769

### INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Susan Irene Tyler

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Walford Pre-School
Setting Address	Walford Village Hall Walford Ross-On-Wye Herefordshire HR9 5QS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Walford Pre School Committee
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### ORGANISATION DETAILS

Name	Walford Pre School Committee
Address	Walford Village Hall Walford Ross-on-Wye Herefordshire HR9 5QS

## 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

Walford Pre-School operates from a village hall in Walford which is a few miles from the town of Ross-on-Wye. The group serves the local community and surrounding villages. There are currently 31 children from 2 years to 5 years on roll. This includes 16 Nursery Education Grant funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens four days a week on Mondays, Tuesdays, Wednesdays and Fridays during school term times. Sessions are from 09:15 to 12:00.

There are seven part-time staff who work with the children. Nearly half of the staff have early years qualifications and the other half are currently attending training. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Walford Pre-School provides good care for children. Staff have a positive attitude towards training and are enabled to attend by the manager. They have organised the premises well affording good supervision of children and have worked hard to make the premises welcoming and attractive. The group is well resourced and all equipment is in good condition. All records are kept securely.

Children's safety is given high priority by staff. Regular risk assessments are conducted and daily checklists used to ensure children's safety. Good policy and procedures are in place for child protection with all staff having received training. Good hygiene routines are in place for the cleaning of equipment. Staff have a good understanding of healthy eating and children enjoy snacks that are nutritious and varied. Children have flexibility when they want to eat and children with special dietary needs are well catered for.

A good variety of activities encompassing all areas of development is regularly available. Children show great enthusiasm in their learning and are eager participants in small and large group activities. Children are supported well in all aspects of their play. The thoughtful grouping of children enables them to progress at a pace most suitable for their stages of development. Some resources reflect positive images of culture, ethnicity, gender and disability, but could be increased. Children respond well to requests from staff and children's achievements are acknowledged with praise from staff.

Partnership with parents is very good. Admission forms are detailed and staff use the information given to enable them to care for children as their parents would wish. Parents and children receive a warm welcome from staff and parents are kept well informed via newsletters, daily chats and a detailed notice board. Parents are welcome to stay with their children for as long as they wish to help them settle into the routine.

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

Not applicable, as there were no actions raised at the previous inspection.

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

- Partnership with parents is very good. Parents are made very welcome and are kept well informed about the provision.
- Children's safety is given a high priority and there are good procedures in place to ensure their safety.
- Children are provided with snacks that are nutritious and varied. They have flexibility when they want to eat.
- The group is well resourced and provides a wide variety of activities for children to choose from. All six areas of development are well covered. Children are thoughtfully grouped for some activities and are well supported in their play.
- Children's behaviour is good.

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

- children's accessibility to resources promoting positive images of diversity.

#### **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
9	Continue to increase children's accessibility to resources that reflect positive images of culture ethnicity, gender and disability.

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

### How effective is the nursery education?

Walford Pre-school provides very good quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are accessing regular training. A good variety of activities and resources are available and children are well supported by staff in all aspects of their play. They are positive role models for children and children's behaviour is very good. All staff have a good understanding of the Foundation Stage and are involved in planning. Plans are detailed and assessments monitor children's attainment, although assessments could be used more effectively to identify children's next steps of learning.

The leadership and management of the pre-school is very good. Regular meetings are held where staff and committee members contribute to discussion about strengths and weaknesses of the setting. There is a clear commitment from staff and committee to on-going improvements. Staff work well together as a team and are clear about their roles and duties. The manager and committee support staff in accessing training courses, however staff's professional development could be enhanced by regular staff appraisal. Sessions are evaluated daily and comments recorded on daily plans to inform future planning.

The partnership with parents and carers is very good. Staff are happy to talk with parents to discuss their children and any concerns they may have. Staff are friendly, approachable and parents feel happy to discuss their children. They are welcome to view their children's records at any time. Parents are provided with good quality written information and staff maintain a well displayed notice board.

### What is being done well?

- The provision for communication, language and literacy is very good and learning is reinforced by daily discussion groups.
- The provision for creative development is very good with children being able to access good resources to enhance imaginative play and musical instruments for spontaneous music making.
- Partnership with parents is very good. There are strong links between parents, committee members and staff. Great effort is made to keep parents fully informed about events and their children's progress.
- The provision for personal, social and emotional development is very good. Children are supported to become independent and develop their self esteem.
- Staff create a well planned and stimulating environment where children can

learn through a wide range of practical play activities. Children are confident to try new activities and eagerly take part in a wide variety. Children are well supported by staff in all aspects of their play.

- Staff are good role models for children and have very high expectations of children's behaviour, as a result children's behaviour is very good.

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

- the use of assessment information to identify children's next steps in learning
- the appraisal system.

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

Very good progress has been made since the last inspection and this has had a positive impact on the children. Parents are made aware of learning objectives and are actively encouraged to play a part in their children's learning. Children's understanding of sounds and letters is very good and is reinforced by seeing written words and letters in the play environment, as well as practical activities with tap sticks and daily discussion groups with an emphasis on letter and sound recognition.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to try new activities and eagerly take part in a wide selection. They show high levels of concentration and spend considerable time at their chosen activities. All children talk confidently within the group and on a one to one basis with other children and adults. They are making relationships with other children and enjoy friendly conversations with staff. Children are developing good independence skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three and four year old children are developing good levels of concentration and listen well to stories, predicting what they think will happen next. They practise letter and sound recognition through many practical play activities, recognising many letters of the alphabet and linking sounds correctly. Older children are developing an understanding of words that rhyme and can write their name. All children have access to a writing table and writing materials.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently in familiar contexts such as at registration time and role play. They correctly recognise numerals from 1 to 10 and older children recognise many more numbers. Children practise addition and subtraction during every day play activities and structured activities and are developing an understanding of calculation. They use language correctly to describe size and recognise many shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore and investigate in a variety of ways. A good selection of materials is provided for children to construct and to make models from regularly. They spend considerable time making and decorating their models. Children are beginning to have an awareness of time and place and know the days of the week. They are learning about their locality by making visits locally and take part in activities that give them an insight into their own and other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities for free play both indoors and outdoors throughout the session. They have access to a good variety of outdoor play resources which they use in a confident manner. They also use the space around them with confidence and imagination. They are aware of others and are developing good control and co-ordination. Children use and have access to a wide range of small equipment and other materials which encourages fine movement.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are provided with many opportunities to play imaginatively throughout the session and are engrossed in their play. They have access to a wide variety of resources and sufficient time to explore them. They enjoy exploring the texture of paint as they drip and flick it to decorate their surf boards and exploring differing flavours when tasting a wide selection of fruits. Musical instruments are available for children to make their own 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:
- the use of information from assessment records to enhance planning for individual children
- formalising the arrangements for staff appraisal.

*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.*