



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 259068

DfES Number: 581344

### INSPECTION DETAILS

Inspection Date 03/02/2004  
Inspector Name Juliette Jennings

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Opportunity Pre-School  
Setting Address Kempfield  
Primrose Drive  
Shrewsbury  
Shropshire  
SY3 7TP

### REGISTERED PROVIDER DETAILS

Name The Committee of Opportunity Group

### ORGANISATION DETAILS

Name Opportunity Group  
Address 28 Whitehall Street  
Shrewsbury  
Shropshire  
SY2 5AD

## 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

Opportunity Pre-School is situated in the Reabrook area of Shrewsbury in Shropshire. The group serves the Shrewsbury area.

There are currently 47 children aged from 2 years to under 5 years on roll. This includes 33 funded 3 and 4 year olds. The pre-school supports children who have special needs or who speak English as an additional language. The nursery is open from Monday to Friday during term-time only. Session times are from 09:00 until 11:30 and from 12:15 until 14.45. There is a lunch club facility for children wishing to stay all day. Children can attend either morning or afternoon sessions or full days.

There are eight members of staff working with the children, four of whom hold suitable Early Years qualifications. The staff access regular training on Early Years issues and receive support from a teacher mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Opportunity Pre-School is providing a good quality and standard of care. Children are supported very well by staff to develop and learn in an interesting and child-orientated environment.

There is access to a wide range of age-appropriate resources and activities which help and encourage children to make progress in all areas of development. Staff support children well in planned and free play opportunities by asking questions and listening to what they have to say and are particularly good at praising children in their efforts and accommodating individual needs. Continued development of an appropriate keyworker system would be of benefit.

Staff access training in early years issues and current good practice guidelines and this helps to ensure that children are cared for in a child-orientated, safe and secure environment. Safety within the setting is very good, with staff being aware of their roles, responsibilities and the importance of keeping children safe.

Thorough and effective risk assessments, policies and procedures are in place and have been developed specifically for the setting. These documents are reviewed regularly so that they are detailed, comprehensive and work in practice, although the lost child procedure could benefit from the inclusion of a timescale. Procedures for administering life-saving medication and maintaining good hygiene are effective.

The group has a committee of parents who are active within the group and the staff team work well together. They maintain positive partnerships with parents, with verbal feedback given on a daily basis and regular written reports about children's development and progress. Staff are particularly good at accommodating children with special needs and children who have other specific needs and requirements. They work closely with parents and other professionals to ensure consistency of care.

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

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

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

- The planning for play and learning is good, with staff having a good knowledge and understanding of the Foundation Stage. This enables them to provide an extensive range of activities for the children which are interesting, stimulating and exciting. Staff are good at accommodating children's individual stages of development within activities and use appropriate techniques to extend their learning.
- Policies and procedures are detailed, thorough and effective. These are reviewed regularly by staff and the committee, which ensures that these documents work in practice.
- The partnership with parents is very good, with staff discussing children's progress on a regular basis and providing written and verbal feedback. Various information is given on a regular basis and a warm and welcoming environment is maintained. The group have helped some parents to form support networks.
- The environment is colourful, child-friendly and welcoming. Space and resources are organised well to meet the children's needs. The outdoor play area is used very well and has interesting and exciting activities that children enjoy accessing.
- Procedures for health and safety are thorough, well written and extensive and ensure that staff and children are safe. Staff are deployed well and are aware of their responsibilities for carrying out regular safety checks to ensure that children are safe.
- The arrangements for accommodating children's specific health needs are excellent. Staff access training and implement thorough procedures for administering medication and maintaining good hygiene standards.

#### **An aspect of outstanding practice:**

The support for all children, particularly those with special needs or specific health needs is excellent. Experienced staff work in close partnership with children, parents and other professionals to provide a consistent care approach within an inclusive environment. Children are valued as individuals and the high staff to child ratio ensures that children are supported very well in their learning and play.

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

- the detail within the lost child policy so that it includes timescales
- The development of a keyworker system which works in practice and is appropriate to the setting's needs.

#### **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
2	Improve the 'lost child' policy.
2	Continue to develop a keyworker system that works well in practice and is appropriate to the setting.

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

### How effective is the nursery education?

The effectiveness of the education is very good with children making very good progress towards the early learning goals. Children actively participate in a variety of opportunities and activities and are supported to become confident, explore and extend their learning. A minor point for consideration is to increase the opportunities for children to become more independent at certain times within the routine.

The support for children with special needs is very good. Staff work closely with parents and other professionals to accommodate children in an inclusive environment.

The teaching is very good. Staff access regular training and have an excellent understanding of the Foundation Stage. They develop written plans, which are used effectively. The arrangements for observing children are effective and inform future planning, with all staff being aware of children's individual progress.

Staff are good at using appropriate techniques to extend children's learning. They are actively committed to providing the children with an extensive range of exciting learning opportunities and the children are motivated, excited and stimulated by the opportunities available to them.

The leadership and management of the setting is very good. Staff are aware of their roles and responsibilities, which, in turn, encourages smooth running of the daily routine. Committee and staff meetings are held regularly and policies and procedures are reviewed to ensure that they work in practice.

The partnership with parents is very good. The setting provides the parents with good information about their child's progress on a regular basis. Information is obtained from parents prior to children starting and details about the pre-school and early years issues are available. The staff are particularly good at supporting parents of children with specific needs and accommodating requirements.

### What is being done well?

- The teaching is very good. Staff work directly with children, question them to extend and reinforce their learning and listen to what they have to say. They respond to children's interests and adapt planned activities so that children are motivated to learn through play.
- A well organised, child-orientated and stimulating environment is provided, with an extensive range of resources that children can access in a mainly free play environment, with some adult-led time.
- Three and four year olds are making very good progress towards the early learning goals. They are confident, motivated and interested to learn and

explore. Children's individual stages of development are accommodated within activities, with excellent support from staff who interact well with children and set appropriate challenges.

- The support for children with special needs is very good. Experienced staff work closely with parents and professionals to encourage learning and development in an inclusive environment.
- The partnership with parents is very good, with thorough information being given to parents about what the children are doing whilst at the group. Staff encourage a friendly, supportive relationship with parents, encouraging them to share what they know about their child.
- The leadership and management is very good. There is a clear management structure, with staff and committee being aware of their roles and responsibilities. Staff work well together as a team and are committed to the care and education of children.

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

- as a minor point, the opportunities for children to become more independent, particularly at snack times and during adult-led creative activities.

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

At the previous education inspection, there was one key issue for improvement. The setting was asked to develop outdoor play opportunities, specifically climbing and balancing, when they were located at their previous building. The pre-school now has an extensive area for physical play which is used effectively. There is a range of interesting equipment available, which includes climbing equipment. Activities are planned and provided which encourage the children to progress very well in physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children aged three and four are confident and interested to learn, accessing a variety of opportunities provided by staff. They are developing self-confidence and self-esteem very well, becoming increasingly independent and able to make choices, although this could be further encouraged during adult-led times. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, listen and respond in a range of circumstances and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names. They access writing for a variety of purposes within free play activities and enjoy looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape and measure and are beginning to understand the concept of more or less and other mathematical concepts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three and four year olds use the wide range of equipment and resources within free play. They explore, find out and experiment within their play. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities. They talk about events in their lives and are developing a sense of time and place and an awareness of other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They frequently access activities, both indoors and outdoors, which help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination within a wide variety of free choice activities, enjoying role play, dance and music and using resources to extend play and learning. As a minor point for improvement, opportunities for children to make choices and become more independent in adult-led creative activities could be further improved. Children have access to an extensive range of materials so that they can explore texture, form and shape, use their senses and communicate their ideas and thoughts.

**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 key issues but a minor point for improvement is to increase opportunities for children to become more independent, particularly at snack times and during adult-led creative activities.

*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.*