



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253995

DfES Number: 500187

### INSPECTION DETAILS

Inspection Date	10/09/2004
Inspector Name	Jane Louise Tallent

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Alpington & Yelverton Pre-School
Setting Address	Alpington Village Hall Church Road, Alpington Norwich Norfolk NR14 7NU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Alpington & Yelverton Pre School 1072330
------	---

### ORGANISATION DETAILS

Name	Alpington & Yelverton Pre School
Address	Alpington Village Hall Church Road, Alpington Norwich Norfolk NR14 7NU

## 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

Alpington and Yelverton Pre-school opened in 1972. It operates from Alpington Village Hall where their premises include a kitchen, dining room, large and small play rooms, a modern toilet block and an outdoor area. Alpington and Yelverton Pre-school serves the local and surrounding area.

There are currently 30 children from 2 to 5 years on roll. This includes 9 funded 3 years old and 3 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special educational needs, and those who speak English as an additional language although at present there are none attending.

The group opens five days a week during term times. Sessions are from 09:15 to 11:45. On Thursdays the pre-school is open between 09:00 and 14:30.

Four members of staff are employed in total to work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. The supervisor is currently training towards a Diploma in Pre-school Practice. Another staff member intends to obtain a childcare certificate at level two. Two other staff are waiting to begin basic training. The pre-school receives support from an external advisory teacher and from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Alpington and Yelverton Pre-School provides satisfactory care for children.

Staff are positive and friendly towards the children and create a happy and stimulating environment for them to enjoy as they take part in activities and begin to make friends. There have been recent changes to the staff, which includes the appointment of a new supervisor and key staff members. Despite their recent formation the staff team are already able to demonstrate their commitment to provide a satisfactory standard of care for children. They are currently pursuing training opportunities, and implementing changes in order to improve the standard of care offered to children. With parental support the adult ratios are high. This enables

staff and parent helpers to engage in worthwhile interaction with children.

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 damage to fencing. 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. Imaginative play is prioritised through craft activities and role-play. Occasionally the noise level is raised to the point where it affects other children's play and the staff's ability to make themselves heard. The children have fewer opportunities to explore using resources, which positively promote cultural diversity, role reversals and non stereo-typical play.

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?**

At the last inspection several actions were set. Since the last inspection previous staff notified Ofsted that they had successfully implemented these actions, and as a consequence, staff members were vetted, staff gained appropriate qualifications and implemented systems to enhance the quality of care offered to children. However, since that time there have been considerable changes to staff and the committee.

As part of procedures the new staff are undergoing vetting and pursuing appropriate training.

The action regarding staff's awareness and understanding of effective ways to manage children's behaviour remains a recommendation following this inspection.

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

- Staff interaction with children is good, 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 settling in procedure works effectively. Staff are welcoming and helpful during this transitional stage. Attention to safety is prioritised and staff demonstrate a commitment to creating a safe and interesting environment for children to play in and develop their interests.
- The partnership with parents is developing well. Parents are able to become involved in their children's care through numerous practical actions, such as helping during sessions, and assuming significant roles of responsibility as committee members.

**What needs to be improved?**

- staff qualifications through training
- the range of activities and resources that are made available to promote equality of opportunity and cultural diversity
- staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development

**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	Ensure that there are effective procedures in place for checking that staff are suitably qualified and/or experienced to work with children
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development

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

### **How effective is the nursery education?**

Alpington and Yelverton Pre-School provides good quality nursery education overall. Children are presented with a variety of interesting activities to explore freely, which enables them to make generally good progress in all areas of their learning, apart from mathematics, where there are some weaknesses in the programme.

The quality of teaching 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.

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. Staff have introduced a system to record their observations of children, although these are not yet used for making assessments and completing individual profiles. Planning is in the experimental stage and is not yet sufficiently formulated to identify challenges and progression routes for effective learning.

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 with their creative development and their independence
- Relationships between the new staff team and parents and carers are developing well.

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

- the use of 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 structure for planning activities that create challenges for children so that they are motivated to build on their existing skills and make progress in early problem solving and mathematical development
- staff's ability to question children effectively and encourage them to participate in order to communicate their own ideas and make progress in all areas of the curriculum.

<b>What has improved since the last inspection?</b>
not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are settling well and developing confidence. They are beginning to think about their personal hygiene, and wash their hands before snacks and after using the toilet. The children are encouraged to help to tidy up, share and take turns. They are making 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 beginning to persist with difficult tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are able to communicate their needs and share their experiences with adults and other children in the group. Most children listen well to stories and know how to turn the pages of books. All children recognise their name labels at snack times, and are beginning to understand that words have meanings. Writing materials are available at the craft table although there are fewer opportunities for children to make spontaneous marks on paper during imaginary play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children practice counting forwards when they count the other children in the group. They are beginning to familiarise themselves with simple addition and subtraction during the action songs such as The Three Little Monkeys. Staff do not yet capitalise on spontaneous opportunities that arise to introduce mathematical language for example when a child observes that their sunflower is as big as daddy. There are too few opportunities for children to explore sizes, positions, quantity and shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children have good opportunities to use the computer and are able to demonstrate good mouse control. Children enjoy imaginary role play which enables them to talk about themselves and recreate their world. Most children are beginning to show sensitivity towards others, and are helped with this through weekly visits from a member of the local church. They can handle natural materials such as a sunflower, leaves, sand, water and dough to help with sensory development.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

The children have some access to ride on trikes and are developing some spatial awareness as they move around the room. Physical activities are 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 also made available for children to practice hand and finger control when using scissors, pencils and laces to thread objects. Most children use these tools confidently.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to express themselves well during imaginary role play, which is a strength of this group. Staff provide children with opportunities to use different textures and craft materials imaginatively as they explore the seasons and recreate trees and leaves. Most of the children enjoy being able to imitate noisy sounds, although this occasionally interferes with other children's play. Staff help children to begin to express themselves freely in music as they dance using scarves.	

**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 use of assessments so that individual children's achievements are recorded and used to identify areas of progression in plans and are shared with parents
- improve planning so that activities effectively create challenges for children across the curriculum, and, in particular, motivate children to make progress in early problem solving and mathematical development
- improve the staff's knowledge of how to question children effectively so that they are encouraged to fully participate and able to communicate their own ideas

*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.*