



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306407

DfES Number: 516748

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Jean Evelyn Thomas

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Irby Primary School Preschool  
Setting Address Coombe Road  
Irby  
Wirral  
CH61 4UR

### REGISTERED PROVIDER DETAILS

Name The Committee of Irby Primary School Pre-School

### ORGANISATION DETAILS

Name Irby Primary School Pre-School  
Address Irby Primary School  
40a Coombe Road  
Wirral  
Merseyside  
CH61 4UR

## 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

Irby Primary Preschool opened in 1993. It has sole use of a mobile unit situated within the grounds of the main school. The facilities comprise of two play rooms, a large entrance area, separate toilet facilities for boys and girls and a fully enclosed outdoor play area. The group serves the local community.

The setting is registered for 34 children from two to five years. There are currently 48 children on roll. This includes 35 funded four year olds and 11 funded three year olds. Children attend a variety of sessions. The service caters for children with special needs and for children for whom English is an additional language.

The group opens Monday to Friday from 09.10 to 11.45 hours and 12:45 to 15:15 hours during school term time only.

There are five part time members of staff of whom four have early years qualifications.

### How good is the Day Care?

Irby Primary School Preschool provides satisfactory care for children.

The staff are warm and friendly. They use the resources and children's art work to create a welcoming and stimulating environment. The service is generally well organised. Staff are familiar with the procedures although some need to be reviewed. The service is aware of their responsibility to keep Ofsted informed of changes. All staff are either cleared or vetting procedures have been implemented however, a deputy manager has not been identified and all committee members details have not been provided. The staff work well as a team.

The accommodation is spacious allowing children to play in comfort. There are sufficient resources to support the planned activities and to sustain the children's interest. Most documents are maintained as required. The premises are safe and secure. A qualified first aider is always on duty. Staff support the children's

understanding of good personal hygiene. The children are familiar with when to wash their hands during their sessional routine. The children are provided with a range of healthy snacks.

The playgroup offers children an interesting range of activities that helps them to progress. The structure of the sessions gives children ample opportunity to make their own choices in play and to use their imagination. There is good interaction between the staff and children with staff responding to the children's interests and giving praise and encouragement. The service has a comprehensive written statement about special needs which is shared with parents. The information obtained from parents is used to meet the individual needs of the children.

The service is committed to work in partnership with parents. Information is shared either verbally or in written format however, there are omissions in this system and parental consents need to be further developed.

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

The setting has met all actions from the last inspection. Systems are in place for staff details to be on site available for inspection, safety procedures have been developed for both the facilities and equipment to ensure a safe setting for children. All the setting's policies and procedures are available to parents and the public liability insurance is displayed for information. The recording system for incidents has been developed.

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

- There is a good range of resources which are easily accessible giving opportunity for children to make their own choices in play, to be independent in their use of equipment, develop their imagination and to express themselves in different creative mediums for example the role play areas, the construction toys and small world play. Children are able to take resources from the different designated areas to extend the play value and pursue their own play ideas.
- There is a commitment to meet the individual needs of children ensuring inclusion for all as detailed in the setting's well written special needs statement and through working in partnership with parents and other professional agencies. Staff have also learnt key signing words to communicate with a child.
- The environment is spacious, bright and attractive where children can play in comfort and have freedom to move around safely and play at floor level.
- The staffing ratio's exceed the minimum requirements which enables staff to establish relationships with children where they feel confident and secure.

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

- staffing arrangements by identifying a named deputy
- details of committee members and evidence of their clearance
- the registration system to include children's times of attendance and staff present
- written parental consent to seek emergency treatment or advice
- staff appointment procedures to ensure they are up to date and reflect the setting's current practice
- parents access to all written records on their children
- the recording of all accidents in the appropriate system and seeking of parental signatures.

### 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 must take the following actions by the date shown

Std	Action	Date
2	Ensure the attendance register record includes the children's hours of attendance and the staff who are present.	14/07/2004
2	Ensure there is a named deputy who is able to take charge in the absence of the manager.	06/09/2004
7	Ensure all accidents are recorded in the appropriate system and parents sign the entry.	14/07/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Review the staff appointment procedure to ensure it is adequate and up to date.
2	Ensure the list of committee members and evidence of their clearance is

	available for inspection.
7	Ensure medicine policy is accurate and reflects current practice.
7	Obtain parental permission to seek emergency advice or treatment.
12	Ensure parents are aware of the different recording systems in place pertaining to their child and that they are able to have access to all written records about their child.
13	Review the procedure to ensure it is based on the Government guidance booklet and staff are able to implement the policies and procedure in the absence of the designated member of staff.

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

### How effective is the nursery education?

The overall quality of the nursery education at Irby Primary School Pre school is good. Children make very good progress towards the early learning goals for creative development and generally good progress in other areas.

The quality of teaching is generally good with some areas for development. Staff have a generally good knowledge of the early learning goals and this is reflected in the varied practical activities provided. Planned activities effectively cover all areas with the exception of chances for children to learn to: write for different purposes; use technology; develop climbing skills; and for older and more able children to develop calculating and problem solving skills. Staff do not monitor children's participation in activities sufficiently to ensure a balance of activities for all children. Staff provide very good support for children with Special Educational Needs. They also give good explanations and support to younger children. Staff extend older children's learning in developing early reading skills, but do not always use opportunities to extend learning in mathematics. The management of children's behaviour is good overall. At times, lack of staff deployment in children's self chosen activities leads to some inappropriate behaviour. Staff assess children's learning but do not always use this information well to inform planning.

The leadership and management of the pre school are generally good. Staff are clear about their roles and the manager gives positive direction. Regular evaluations of planning are used well. Monitoring of the provision does not identify gaps in planning. Staff training needs are not appropriately met.

The partnership with parents and carers is generally good. An informative brochure and notice board give parents useful details about the setting and its provision. They are well informed about their children's achievements and progress. There are limited chances for parents to share what they know about their child.

### What is being done well?

- Staff develop children's imagination and creativity well.
- Children make good progress in developing early reading skills.
- Children co- operate well together and are learning to share and take turns.
- Staff provide very good support for children with Special Educational Need. They liaise effectively with parents, carers and outside agencies to ensure that children's needs are met.
- Younger children are well supported in their learning. Staff provide good explanations and individual support.
- Staff effectively develop children's understanding of different needs, cultures and beliefs through practical activities and good use of visitors to pre school

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

- planning to ensure that children have sufficient opportunities to: write for different purposes, learn about technology, develop climbing skills; and for older and more able children to develop calculating and problem solving skills
- the use of assessment of children's learning to inform future planning
- the monitoring of children's participation in activities and staff deployment to ensure all children's involvement in a balanced range of activities
- staff knowledge about the use of technology to support children's learning
- opportunities for parents to share what they know about their children.

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

The pre school has made good progress overall in meeting the key issues identified in the previous inspection report. These issues required the pre school to adapt plans to make clear the activities planned for personal, social and emotional development, communication, language and literacy, mathematical development and physical development. Staff have effectively adapted plans so that activities are stated clearly for each subject area. This has had a positive impact on teaching and children's learning. The improvement of planning remains a key issue as some gaps in planning have been identified.

Since the last inspection the pre school has improved the outdoor area. The area has been re surfaced and fenced to provide a safe outdoor area for the children. This has had a good effect on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children co-operate well together during role play activities. They are effectively learning to share and take turns in table top games. Children generally behave well, but at times older children display a lack of interest in activities and inappropriate behaviour. Children have positive relationships with staff. Through discussions about disabilities and activities relating to festivals such as Chinese New Year, children are effectively learning about different needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good early reading skills. They show a clear enjoyment and understanding of books as they share books at snack time. Older and more able children are able to recognise the letters in their name. At carpet time children are learning to express their ideas clearly. Many older children show confidence in forming letters correctly when writing their name. There are too few chances for children to learn to write for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show confidence in counting to 10 during a dominoes game and construction activity. Older and more able children are learning to recognise numbers to 9. There are insufficient chances for them to develop ideas of simple addition and subtraction, or to solve number problems. Children are effectively learning to understand and use mathematical language. They show a good ability to make and extend patterns using coloured bears.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good understanding of their local environment as they visit their local library and discuss shops. They show confidence in building models and train tracks using construction sets. Children show curiosity as they observe a large shell. They learn to explore and investigate the growth of plants. Children effectively learn about their own cultures and beliefs and those of other people. They have insufficient chances to use technology to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and show a good awareness of space as they move around the indoor room. They confidently negotiate the outdoor play space using wheeled toys. In threading and construction activities children show a good level of proficiency. After exercise, children effectively learn about the effects on their bodies as they feel their heartbeat and discuss changes in breathing. Children have insufficient opportunities to develop climbing skills.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children show good imagination in role play as they develop scenarios in the 'home corner'. They express themselves freely in art work using a good variety of different materials. They learn to explore colour through colour mixing, printing and collage. Children are effectively learning to respond to their senses as they explore texture, discuss different smells, and taste different food. They explore sound well, making 'loud' and 'quiet' shakers.

**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**

- adapt plans to ensure that children have sufficient opportunities to: write for different purpose; learn about technology; develop climbing skills; and for older and more able children to develop calculating and problem solving skills
- make better use of assessments of children's learning to inform future planning
- review staff deployment and systems for monitoring children's participation in activities to ensure all children's involvement in a balanced range of activities
- increase staff knowledge about the use of technology to support children's learning
- provide opportunities for parents to share what they know about their children.

*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.*