



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106127

DfES Number: 521115

### INSPECTION DETAILS

Inspection Date 21/01/2004  
Inspector Name Michael Collins

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Highampton Area Pre-school Group  
Setting Address Highampton Village Hall, Church Road  
Highampton  
Beaworthy  
Devon  
EX21 5LE

### REGISTERED PROVIDER DETAILS

Name Highampton Area Pre-School Group 1054665

### ORGANISATION DETAILS

Name Highampton Area Pre-School Group  
Address Highampton Village Hall, Church Road  
Highampton  
Beaworthy  
Devon  
EX21 5LE

## 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

Highampton Area Pre-school Group was established in 1996. It operates from the village hall and has access to outside play facilities. The setting is a registered charity and managed by a committee of parents and interested others. It serves the rural village of Highampton and the surrounding area.

The setting is registered for 26 children aged 2 to 5 years, only 10 of whom may be under 3 years at any one time. There are currently 12 children on roll, including 3 funded 3-year-olds, and 5 funded 4-year-olds. The setting is able to support children with special needs and children with English as an additional language, although none currently attend.

The setting operates on Tuesdays, Wednesdays and Thursdays from 09:15 to 11:45 and on Tuesdays and Thursdays from 12:45 to 15:15, during term time. On Wednesday and Friday from 12:45 to 15:15, the setting links with the local primary school, to operate 'Tadpoles'. This is an opportunity for children, who are to begin school within two terms, to be introduced to school life by joining the reception class.

Five members of staff are employed by the setting on a rota basis and as emergency cover. Four of the staff have a level three qualification and it is planned for the remaining member of staff to undertake an NVQ 3. Three members of staff hold first aid qualifications, and at least one is on duty at all times. A parent helper system is also in place, and one or two parents attend every session in the village hall to assist. Morning sessions are also open to parents and toddlers. The pre-school is a member of the Pre-school Learning Alliance and received accreditation in January 2004.

### How good is the Day Care?

Highampton Area Pre-School Group provides good quality care for children. The operational plan is comprehensive and works well in practice. Staff are committed, motivated and work well together. However, the organisation of responsibilities is not

clear, as there are currently three persons in charge of the setting. The playgroup offers a good amount of space for children to move around, including outside play facilities.

There is a very good selection of equipment, which is well maintained and easily accessible to children. Children are well cared for in a safe and secure environment. Effective procedures for risk assessment and fire safety are in place. Staff encourage personal hygiene very well. However, procedures for the administration of medicine are incomplete. Children's dietary requirements are very well met, and food is used to support children's learning exceptionally well. The staff actively promote equality of opportunity issues, and are able to meet the needs of children with special needs, or those with English as an additional language. Staff have a good working knowledge of child abuse and child protection issues.

Children's learning and development is supported very well. Staff plan a wide range of activities covering all six areas of learning and the early learning goals. Staff manage children's behaviour consistently and actively promote good behaviour. As a result, children behave very well and appear happy and actively engaged.

The playgroup works in partnership with parents extremely well. Parents are kept informed about the setting and their children's development. They are actively encouraged to participate in the group, and a rota of parent helpers has been established, which works very well in practice. Although, the number of parents attending the toddler group, or electing to stay for their children's session, does lead to some confusion over behaviour management responsibilities.

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

Good progress has been made since the last inspection, when a number of actions were agreed. The group has completed a risk assessment of outdoor and indoor activities and adopted a health and safety policy; changed the management of personal hygiene and met health and safety standards; ensured children's records are up to date; implemented a comprehensive equal opportunities policy; adopted an appropriate child protection policy and ensured staff training needs are met. This has enhanced the standard of care provided for children.

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

- Staff plan and organise a very good range of activities, which assist children in all areas of their development.
- Children make their own decisions, can easily access resources, and are absorbed and interested in their learning and play.
- Behaviour management practice is consistent and staff promote good behaviour very well.
- Parents are encouraged and supported to participate in the setting, and staff are committed to working in partnership with parents.

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

The pre-school is working in partnership with Highampton Primary School to introduce four-year-olds to school life. Two members of the pre-school staff, take children who will be attending the school within two terms, to the reception class for two afternoons per week. Pre-school staff stay with them in the class to introduce and support children through each session. Should parents choose to do so, they may use their government funding to use this service, or they may continue to use their funding at the pre-school.

#### What needs to be improved?

- staff deployment and organisation
- procedures to administer medicines
- behaviour management policy and procedures.

#### 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	Ensure that the organisation and deployment of staff provides clarity of behaviour management responsibilities and effective leadership to meet the needs of all children.
7	Ensure parents sign to acknowledge each dose of medicine administered.
11	Ensure the existing behaviour management policy includes a statement and procedures for bullying.

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

### How effective is the nursery education?

Highampton Area Pre-school provides a generally good level of nursery education, with several very good aspects. Children are making generally good progress towards the early learning goals. They are making very good progress in personal social and emotional development, mathematical development and creative development. The children are keen to learn. They have excellent manners in response to the high expectations of the staff. All strands of mathematical development are given very good coverage through practical activities. Children are encouraged to be creative and make use of their imaginations particularly when exploring media and materials as well as in role-play and when responding to experiences.

The staff have a good understanding of the early learning goals. They plan a curriculum that ensures that children are given suitable challenges. The plans are in many ways thorough but lack some clarity. They do not show how they will support less able children and extend the more able. A parent and toddler session runs side by side with the pre-school on some sessions. During these sessions it is unclear who is responsible for the children and particularly for managing their behaviour.

Leadership and management is generally good. The setting is clearly committed to providing quality nursery education. They assess their strengths and weaknesses and produce action plans to improve the provision. The setting currently has three leaders, the previous supervisor having recently left. This has led to some confusion. It is not clear who is ultimately responsible or in charge. There is an excellent partnership with the primary school. The pre-school supports children through a thorough and responsive induction process.

There is a very good partnership with the parents. There is a duty rota, in which many of the parents participate. There are regular newsletters and an excellent welcome pack. Parents are clearly involved in their children's learning.

### What is being done well?

- Children's personal, social and emotional development is excellent. They are confident, interested and able to work on their own. They respond positively to new experiences. Behaviour is exemplary.
- An excellent range of well-planned activities ensures that children make very good progress in mathematical development. There is a particularly good emphasis on practical activities that allow opportunities for using the language associated with calculation.
- Children are encouraged to use all of their senses appropriately and to make use of their natural curiosity when exploring and investigating.

- Children make excellent progress in all areas of creative development. They are encouraged to use their imaginations and to explore media and materials creatively.

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

- opportunities for children to link sounds and letters and to have access to good quality books
- children's access to ICT materials
- plans to clearly show how more and less able children are extended and supported
- the leadership and management of the setting, particularly with regard to who has responsibility for the management of the children's behaviour whilst they are in the setting.

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

The setting has made generally good progress since the last inspection when two key issues were raised. These were to develop the programme of physical development to include not only variety but also progression of skills; and to develop children's skills with simple programmable technology toys.

Staff have clearly worked on the first key issue. The member of staff who is involved with the induction of the children into school has looked closely at how the school deliver physical development. She has worked closely with the Reception class teacher. She plans making use of ideas and discussions that she has had with her. There is an excellent range of equipment that allows children to make progress both indoors and outdoors. Very good progress has been made against this key issue.

ICT has not been developed since the last inspection. There are very few programmable toys and the children do not regularly use the computer.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and curious as learners. They are keen to participate and to have a go at new activities. There are excellent relationships between the children and members of the staff. The children understand right and wrong and are able to share appropriately. They know that they will need to wash their hands after messy or dirty activities. The children show a clear sense of belonging to a community group, with parents and younger siblings being very involved with the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are very confident speakers. They speak to each other, members of staff and visitors to the setting. They explain what they are doing, particularly in the role-play area. They respond positively to stories and rhymes. They answer questions that show that they have listened and understood. Children are able to write for a range of purposes. They are appropriately supported when writing unfamiliar words or letters. Children are not given regular opportunities to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children recognise the digits 1 to 10. They practice ordering numbers and matching objects and numbers. Children are given a variety of opportunities to use the language of calculation in practical situations. For example when making pizza faces, they are able to talk about more and less, greater and smaller and to begin to use the vocabulary of adding and subtracting. Children are able to use the language associated with shape and size. Children look closely at patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make good use of their senses when exploring and investigating. Children are given the opportunity to taste rice and noodles at snack time during a topic on Chinese New Year. The children feel and smell the rice and noodles before they are cooked. They discuss how they feel and what they might taste like. Children construct using a range of items. They follow a broad range of topics that encourage an understanding of time and place. Children have few opportunities to make use of ICT.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently in a range of situations. They use obstacle courses, push and pull toys and ride-on toys. They play a variety of games such as, 'What's the time Mr Wolf?' and show an awareness of others around them. They make good use of a range of tools and materials. Children confidently use tools to manipulate play dough. They put their dirty plates and cups to one side for washing, after snack time. The children regularly use scissors, paintbrushes, and glue sticks.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore using a range of media, including coloured sweet papers, pots, boxes, tubes, tubs and card. Children say how they are making cars and magic. They sing songs from memory appropriately responding to instructions such as loudly, quietly, quickly, and slowly. Children make excellent use of their imaginations particularly in the role-play area. Children tell each other and the adults, what they are being, "I'm the big sister," "I'm the little sister," "I'm a pirate, a girl pirate."

**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 curriculum plans to ensure children have opportunities to link sounds and letters and to make use of ICT, and to show how more and less able children are extended and supported
- ensure that the leadership and management is clear, with clear responsibilities particularly with regard to the management of children's behaviour.

*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.*