



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 258576

DfES Number: 517998

### INSPECTION DETAILS

Inspection Date 29/03/2004  
Inspector Name Sue Carrington

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cranmer Pre - School  
Setting Address Archbishop Cranmer Primary School  
School Lane  
Aslockton  
Nottinghamshire  
NG13 9AW

### REGISTERED PROVIDER DETAILS

Name The Committee of Cranmer Pre-School 1025379

### ORGANISATION DETAILS

Name Cranmer Pre-School  
Address School Lane  
Aslockton  
Nottingham  
Nottinghamshire  
NG13 9AW

## 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

Cranmer pre-school opened in 1978, and moved to Archbishop Cranmer School in 1983. It operates in a room attached to the infant and primary school in the village of Aslockton, and has an enclosed outdoor play area. Children attend mainly from the local area, including surrounding villages.

The pre-school is open term-time only. They operate 09:00 to 12:00 Monday to Friday and 13:15 to 15:45 on Monday, Tuesday and Thursday. There are currently 54 children from 2.5 years to 5 years on the register. This includes 24 funded 3-year-olds and 8 funded 4-yr-olds. The setting supports children with special educational needs.

There are seven childcare staff working with the children, one on a full-time basis and five part-time. Two additional staff supply emergency cover. Four staff have level three childcare qualifications and other staff are on training programmes. Support and training is accessed through the Nottinghamshire County Council's Early Years Development and Childcare Partnership. The setting are members of the Pre-School Learning Alliance.

### How good is the Day Care?

Cranmer Pre-School provides good quality care for the children. Most staff have childcare qualifications and are committed to further training and development. They work well together as a team to provide a stimulating environment that enables children to feel welcome. Children's artwork is displayed on the walls and a wide range of activities is available for the children to easily access, enabling them to make choices in their play. There is a clear timetable for the session, so children learn the routine. Most relevant paperwork is in place.

Staff ensure a safe and comfortable environment, however an operational procedure for outings is not in place. The staff have knowledge of child protection. They provide suitable standards of hygiene, and toys and equipment are generally well maintained. There are good procedures in place to support children's individual

needs and for encouraging independence.

A range of activities and play opportunities to support children's learning are provided. Staff plan for different ages and abilities but sometimes this does not always work effectively in practice. Some items reflect different cultures and help children to develop a positive attitude towards diversity. Staff interact well with the children offering appropriate support and encouragement. They manage children's behaviour in a positive way, and children are generally very well behaved. Staff encourage children's self esteem and confidence by praise and encouragement. Children are happy and relaxed in their care. A variety of nutritional snacks are provided.

Staff work well with parents, they exchange daily information about the care of the children to ensure their needs are met. Development records are available to parents at all times. Parents are well informed about the pre-schools' policies and procedures.

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

The pre-school has addressed the five actions received at the last inspection well. They ensure that drinking water is available to children at all times. All staff have been vetted, a record is kept, and procedures show that anyone who is not cleared by Ofsted is not left alone with the children. Staff have attended training to ensure that anyone who is responsible for handling food are fully aware of, and comply with, regulations relating to food safety and hygiene. A staff member has also attended health and safety training and has shared this information with other staff. The child protection policy has been updated and contains current information. Now these actions have been addressed it ensures a safer, and more efficient management of the provision.

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

- A bright stimulating environment is provided for the children. Their art work and commercial educational posters are displayed around the room creating a colourful area for the children to play and learn.
- A wide range of suitable range of toys, equipment and resources support children's learning and development. A selection is presented well for the children, others are stored at their level, and can be easily accessed, enabling them to make choices and extend their play.
- Healthy snacks are provided daily. Parents run a fruit bowl scheme. They provide a range of raw vegetables and fresh fruit which are prepared by the staff and presented so that children can easily access them throughout the session. The milk bar area is where the snack and a carton of milk or fresh water are offered. It is a popular place for the children to sit and chat with each other.

**What needs to be improved?**

- planning by ensuring that it always effectively works in practice for different ages and abilities
- policies by ensuring that a procedure for the safe conduct of any outing is in place.

**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
3	Ensure planning for different ages and abilities always works effectively in practice.
6	Ensure there is a procedure for the safe conduct of any outings provided.

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

### How effective is the nursery education?

The provision for nursery education at Cranmer Pre-school is good. Therefore children are able to make generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Staff's knowledge of the early learning goals allows them to plan a wide range of interesting activities. Staff use national guidelines to plan and effectively assess the children's achievements. When working in small groups the staff are very aware of the children's capabilities and direct the work well. Staff are conscious of planning for different ages and abilities but sometimes this does not work effectively in practice. In story times children are not always grouped to meet their individual needs. Sometimes older children, who come in the afternoon, are not focused enough to maximise their learning. This can lead to restlessness and raised voices from the children. However, usually behaviour is very good. The outside is not used enough as a learning environment, although when they go out the experiences provided are good. Staff question the children well, helping them to think and expand ideas. They provide a good range of activities within the sessions to support children's initiative.

The leadership and management are generally good. Staff work well as a team and talk to each other regularly to plan and discuss the children. They evaluate the activities informally and monitor their work more formally through appraisals and staff meetings. However, they do not identify their own strengths and weaknesses as clearly as they could.

The partnership with parents and carers is very good. Parents receive a useful package of information about the pre-school and feel well informed about their children's learning. They talk to staff or give additional information to them about their children. They see the work their children have done and are given written information about the work in the pre-school. Plans and notices are clearly displayed.

### What is being done well?

- The partnership with parents and carers is very good.
- Adults provide effective support and guidance; they question the children well so children learn effectively.
- Staff provide an interesting range of activities to develop independence and initiative.
- Targeted work in small groups for 4 year-olds is challenging , helping to develop the children's thinking.

**What needs to be improved?**

- the way children are sometimes grouped and the way activities are matched to their needs
- the use of the outside area as an effective learning environment

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

The progress made since the last inspection is very good. The staff now provide children with good opportunities to develop their physical skills through balancing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show very high levels of independence. They often decide for themselves what they want to do and select their own resources. The children's confidence is evident; they are happy to take messages, finding out who would like toast they have made, for example. They enquire about others when they tumble, creating successful friendships. Behaviour is usually good, except when children are not as focussed as they could be. Children have adequate opportunities to learn about other's lifestyles.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well with each other. They are confident to talk and communicate effectively with adults. Children learn well about the sounds that letters make through games and songs. Three-year-olds have good opportunities to practise mark-making informally in the course of their play. Children are encouraged to read their own names on their milk cartons and write them from their name cards. Story-times are not used as effectively as they could be to extend the older children's learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about numbers naturally and in the course of their day. They are learning to count well. Each day they count those children present or the number of children going in and out at playtime. The four-years-olds working in small groups are learning to identify shapes, for example. In those groups, their learning needs are met well. Songs and games are used well to understand about numbers and to recognise them. They learn about the shape of numbers and to 'write' them in the air.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn through a range of activities. They enjoy making toast, watching frog spawn, and growing seeds. They build with a variety of construction toys and make maps enthusiastically. Children are used to using the computer and are learning to operate the mouse. Plans show they are given opportunities to discuss their lives and families. Using events, such as Diwali, effectively helps the children to appreciate the multicultural society in which we live.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are adept at using a good range of both large and small equipment. They learn to pedal wheeled toys, developing their control and co-ordination well. With good adult support they learn to balance successfully. Children's manipulative skills are being suitably developed through using pencils, creating gears and using scissors. By playing, 'What's The Time Mr Wolf', they learn a sense of space. Children are learning to keep themselves healthy by washing their hands before eating.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children use paint and different materials to create their own pictures and Easter cards, for example. They enjoy singing and are successfully learning songs from memory. They enthusiastically joined in with the rhythm of singing 'pitter, patter', responding well to the actions. They use their imagination through a range of experiences; role-play, construction toys and movement. The climbing frame became a variety of scenarios to foster the children's imagination and creativity.

**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**

- Ensure that the day is always organised so that the children are grouped to ensure that their individual needs are always met, and the activities provided match their stages of development.
- Use the outside more regularly as an effective learning environment.

*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.*