



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254295

DfES Number: 500740

### INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Andrea Caroline Snowden

### SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care
Setting Name	Stoke Holy Cross Pre-School
Setting Address	The Pavilion Long Lane, Stoke Holy Cross Norwich Norfolk NR14 8LY

### REGISTERED PROVIDER DETAILS

Name	The Committee of Stoke Holy Cross Pre-School 1033659
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### ORGANISATION DETAILS

Name	Stoke Holy Cross Pre-School
Address	The Pavilion Long Lane, Stoke Holy Cross Norwich Norfolk NR14 8LY

## 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

Stoke Holy Cross Pre-School was established 30 years ago and is registered to provide full day care for 18 children aged between two and five years. Overnight care is not provided.

The pre-school meets in the village pavilion and is open four days a week. Although registered for full day care and open from 09:00 to 15:00 hours, most children attend on a sessional basis. Facilities include a hall with outside play area, a kitchen and toilets. The pre-school is well situated, being opposite the local primary school and close to the village centre. There are currently 16 children on roll, 7 are funded 4-year-olds and 3 are funded 3-year-olds. There are currently no children with special needs or who have English as an additional language.

The pre-school is managed by a voluntary committee of parents who employ a team of three staff. All staff are qualified in early years. Sessions are also supported by a parent volunteer.

### How good is the Day Care?

Stoke Holy Cross Pre-School provides good quality care for children.

The children are happy and generally settle well into the group. The environment is warm and welcoming and very child centred with lots of interesting displays of children's art work. Children use a wide selection of stimulating equipment and planned activities are meaningful to them.

Interaction is positive. Staff have a warm rapport with the children. They are very kind and offer children good support if they are upset. The staff know the children very well and provide activities to meet their individual needs. They speak authoritatively about children's individual needs. Behaviour is dealt with properly and positively with explanations about why behaviour is unacceptable. As a result children are learning right from wrong and children's behaviour in the setting is very good. Children are learning about diversity through a good range of resources,

displays and planned activities.

Children are safe and well cared for. The premises are secure and staff have a sound understanding of safety issues. They are vigilant. Children are learning about hygiene through their daily routines and are encouraged in their independence and personal care. Snacks are varied and healthy and children try a wide selection of foods, for example when celebrating Chinese New Year or sampling exotic fruits. This broadens their tastes and encourages healthy eating from a young age.

Parents are welcomed into the group and appear relaxed and happy as they chat to staff. There is an exchange of information each day, ensuring children are cared for according to parent's wishes and that parents are involved in their child's development. Although all the record keeping is in place, some aspects do not meet the required standards.

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

At the last inspection the pre-school was required to ensure all staff had undergone the vetting process, that children could not access the kitchen and that boundaries were defined and reinforced to avoid hazards. They were also required to comply with regulations relating to food hygiene and to add a procedure to the policy document to enable a parent to complain to the regulatory body.

All staff have been checked and vetted and are suitable to work with young children, ensuring children are not placed at risk. The hook on the kitchen door has been replaced so that children cannot gain access and staff and volunteers reinforce boundaries with children to ensure hazards to them are minimised.

Notices are displayed about food hygiene and staff have enrolled on a Basic Food Hygiene course, ensuring that there is minimised risk of infection to children through unhygienic food handling. The policy document contains the name and contact information to enable parents to escalate a complaint to the regulatory body should this be necessary.

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

- Children's work is highly valued. It is displayed beautifully and appropriately labelled. Displays are at children's levels and they are not discouraged from handling items on the interest table, giving them hands on experience of unusual items.
- Staff are adept at extending activities beyond what is planned, to ensure children's learning continues.
- Children's social skills are well developed. This is a small group which maintains high ratios of adults. Children are encouraged to share, take turns, listen and value each other's contributions.
- Safety within the setting is good. Staff are vigilant and are aware of changes in procedures. Visitors and volunteers are alerted to children's safety through posters displayed at critical points.

**An aspect of outstanding practice:**

Children learn about other countries and cultures in a meaningful and exciting way. This week the theme is Africa. During the inspection children frequently visit the interest table to look at photographs, African artefacts, musical instruments and national dress. They talk to adults about the animals and relate them to favourite TV films. They make clay pots and paper fans at the craft tables to sell in the African market later in the week. The market is set up with utensils carrying peas, lentils and rice, vegetables, flowers and fabrics are all displayed for the children to buy. Later they sample fruits as told in the story 'Handa's Surprise' and dance and play instruments to African music. Finally they dress up in long gowns as African natives.

**What needs to be improved?**

- staff personnel files
- the child protection policy.

**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
14	Further develop staff personnel files so that they contain individual information, staff development issues and evidence that staff members are suitable to work with children.
14	Further develop the child protection policy, with regard to procedures to be followed should allegations are made against staff.

## 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 Stoke Holy Cross Pre-School is of good quality overall. Children are making very good progress in their communication, language and literacy, knowledge and understanding of the world and creative development and generally good progress in all other areas.

The quality of teaching is generally good. Learning is based firmly on play and real life experiences, and the sessions are balanced to allow children to pursue their own ideas and take part in teacher led activities. Staff are kind to children and encourage them to think about others, whilst going about their tasks. They praise children, raising their self esteem and challenge them appropriately by asking open ended questions. Staff know children well and are able to adapt the curriculum to meet their individual needs. All staff are not always secure in the knowledge of the desired learning outcome at an activity. The next steps in children's learning are identified and incorporated in planning.

The leadership and management is generally good. Staff meet regularly with the management committee to ensure both parties are informed about issues within the setting, and although the committee changes each year support for staff is generally good. However, staff are unable to reflect on their professional development and training requirements as no appraisal system is in place. The group receives support from a link teacher attached to the Early Years Development and Childcare Partnership and uses these meetings to evaluate practice and make changes.

Partnership with parents is generally good. Parents are welcomed into the group and encouraged to be involved in their child's learning. They form the management committee and help in session time, and are encouraged to make suggestions about practice in the setting. They state that they find staff approachable and that they feel they receive regular information relating to their child's progress.

### What is being done well?

- Children's learning in knowledge and understanding of the world is exciting. They thoroughly investigate other cultures and how different people live through their craft work, role play, books, food and displays. Children nurture plants and keep track of their growth rate and they have a keen interest in the natural world.
- Children have written story books. In communication, language and literacy children have used language to explore their imagined experiences and these have been developed into books which they have illustrated as well.
- Good use of the outdoor environment challenges children in their physical development. A garden attached to the venue provides opportunities to use tunnels and rockers, whilst the community park stretches children to climb

and balance. A walk to use the school hall introduces children to the school environment.

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

- the opportunity for staff to reflect on their professional development and training requirements.

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

The pre-school has made generally good progress in addressing key issues following the previous inspection.

The pre-school was required to extend medium and short term planning to show the intended learning outcomes for children and to show adult deployment and differentiation of activities. They were also required to develop a consistent approach to the teaching of sounds and letters and linking patterns in rhymes with words and letters.

Plans set out the aim of what children are expected to learn from each topic, resources including staff deployment are noted and differentiation of activities for different abilities has been set out. The result of this is that all staff are aware of the intended learning outcomes and are able to ensure effective use of the activity to meet the children's needs. Activities are adapted for all ages and abilities as the highlighted differentiation helps staff pitch the activity appropriately for individual children.

Resources to support teaching sounds and letters are available along with displays of written letters and words. The use of 'Jolly Phonics' in the group has enabled the setting to meet this issue effectively. Some songs and rhymes are based on sounds which are repeated and some stories emphasise linking sounds and letters.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's self help skills are well developed, they pour their own drinks at snack time, some fasten zips on jackets and others help keep the classroom tidy, for example by helping to sweep up spilt sand. Children's self esteem is promoted and staff praise them. They listen to children carefully and value their contributions. Children are encouraged to take responsibility for their actions. The children separate well from their parents and are eager to engage in activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The pre-school is a print rich environment. Displays and objects are clearly labelled and children see print used for a variety of purposes. Good emphasis is placed on books and children handle them correctly. They have been involved in writing their own stories such as 'The Knight And The Witches Meet Teddy Oliver'. Children are beginning to write confidently. Some form letters correctly, write their names and other simple words. They enjoy writing cards and envelopes during role play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn how to practically add and subtract, adding groups of objects together and subtracting one at a time when singing number rhymes and working out the number of chairs required for circle time. Children measure, compare and estimate, for example by measuring the height of their sweet peas and estimating the amount of clay required to make a bowl. Children count confidently and some write numbers correctly. One child forms the letters 1-8 on the body parts of the Hungry Caterpillar.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Topics broaden children's horizons and learning in this area is well planned using relevant resources and activities. This week the children learn about Africa. Photographs promote discussion, children make African jewellery from clay, ready to sell in their African market during role play. Children nurture plants, observe changes in them and take an interest in the natural world. One child is delighted to show his friends the ant egg he has found and uses a magnifying glass to look at it.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's skills in physical activity are fostered. They throw and attempt to catch balls, but the area is too small for a child who wants to kick a ball. They jump and balance on large apparatus. They use large blocks to build and stretch and bend whilst constructing a tower, taller than themselves. Small tools are used with precision, such as plastic modelling knives at the clay activity. Plans and displays show children are learning about their bodies and how to remain healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children explore a range of media and enjoy mixing colour when painting. They use a variety of techniques to get the paint on the paper. They investigate texture and use words to describe it, such as 'squashy'. Children's art work is valued and displayed with pride on the pre-school walls. Children's imagination is well fostered. The role play area gives children good resources to follow through their own stories and ideas. They explore sound and rhythm when playing instruments to African music.</p>	

**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 staff are given the opportunity to reflect on their professional development and training requirements in a formal way which is recorded.

*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.*