



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY271635

DfES Number: 533625

### INSPECTION DETAILS

Inspection Date 21/09/2004

Inspector Name Jan Burnet

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Parkville Pre School

Setting Address Parkville Highway  
Holbrooks  
Coventry  
CV6 4HV

### REGISTERED PROVIDER DETAILS

Name St Thomas Pre School Ltd (4671629) 4671629

### ORGANISATION DETAILS

Name St Thomas Pre School Ltd (4671629)

Address 19 Browns Lane  
Allesley  
Coventry  
West Midlands  
CV5 9DT

## 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

Parkville Pre-School was registered in 2003 and operates in the hall of a scout hut situated in the Holbrooks area of Coventry. The hall is divided for children aged two years and for children aged three and four years. There is direct access to a safely enclosed outdoor play area. Operational times are term time only, Monday to Friday, from 09:00 until 11:30 and from 12:30 until 15:00. Some of the children attending live locally but vacancies are available to all who apply.

There are currently 49 children on roll. This includes seventeen three-year-olds and one four-year-old but at the time of inspection only five three-year-olds are being funded for nursery education. There are currently no children with special educational needs or children who speak English as an additional language but a programme of support has been developed.

Seven members of staff work with the children. Five hold level three qualifications, two hold level two qualifications and two are working towards level two.

The setting receives support from an Early Years Development and Childcare Partnership teacher. The pre-school has Pre-School Learning Alliance membership.

### How good is the Day Care?

Parkville Pre-School provides satisfactory care for children. The environment created by staff is warm and welcoming, the routine for the two and a half hour session is well balanced and a large space is divided effectively to ensure that the needs of all children are met. Equipment and resources are generally good but large physical play equipment is suitable for two year olds only and resources that reflect positive images of culture, gender and disability should be developed. Staff/child ratios are good as the manager is always supernumerary. Five staff are qualified - three to level three and two are working towards a level two qualification. They demonstrate a commitment to developing their skills and knowledge by regularly attending training. Documentation and records are kept in good order.

Safety is given a high priority and risk assessments are very thorough and are regularly reviewed. Security of the building and outdoor play area is good. Staff are active in promoting good health and children learn about the importance of personal hygiene routines. Children are provided with a choice of fruits and a drink midway through the two and a half hour session.

The interaction between the staff and the children is good. Children show great interest in the activities provided and staff provide good support. Staff manage behaviour in a calm and consistent way and the children are praised and encouraged. Children behave well and are aware of behaviour boundaries.

The partnership with parents is given a high priority and communication, verbal and written, is good.

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

Not applicable as this was the first inspection.

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

- The procedures for recruitment, selection, induction and appraisal are good. All staff are qualified or are working towards a qualification and appraisal links effectively to staff training needs. Policies and procedures are thorough and are regularly reviewed.
- The interaction between the staff and the children is good. Staff responsible for two year olds and the pre-school staff plan a good variety of stimulating activities that promote learning in all areas of development.
- The management of behaviour is good. Staff are good role models and account is taken of different levels of development. They promote positive behaviour with praise and encouragement and remind children of the "Golden Rules" which include "never shout or call each other names" and "have fun". A reward list is displayed and includes being kind and sharing toys.
- The partnership with parents is good. Parents are made welcome and are encouraged to be involved in their child's care and education. Initially they are asked to complete an introduction sheet which includes information on their child's social and emotional development, independence skills, communication, manipulative skills and special needs. A prospectus, regular newsletters and a policy and procedures booklet are provided.

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

- the provision of suitable large play equipment, in order to meet the physical developmental needs of three and four year old children
- the development of the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

**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
5	Provide suitable large play equipment, in order to meet the physical developmental needs of three and four year old children.
9	Develop the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

### How effective is the nursery education?

Parkville Pre-School offers generally good quality nursery education, which helps children make progress along the stepping stones towards the early learning goals. Children make very good progress in creative development. At the time of this inspection all funded children are aged three years.

Teaching is generally good. One member of the staff team has attended training on the foundation stage curriculum and others have requested places on courses organised by the Early Years Development and Childcare Partnership. Activity planning identifies learning objectives and a good variety of activities but in practise expectations of some of the younger and less able children are too high, specifically the development of writing skills and numeral recognition. The daily routine is well balanced and well organised. Boundaries for behaviour are clear. Staff constantly praise the children, lead by good example and encourage turn taking and sharing. A system of regularly recording observations and using the information as evidence for assessment records has been developed. Recorded information is used to inform future planning.

The leadership and management of the pre-school is generally good. Roles and responsibilities of senior members of the organisation, the childcare manager and staff are clear and communication and support are very good. Procedures for recruitment, selection and induction are good and an appraisal system links directly to manager and staff identification of how to develop skills and knowledge. Training is given a high priority. Staff meet regularly to plan for the future and review previous practise, policies and procedures. Some resource issues have yet to be addressed by the organisation.

Partnership with parents is very good. Information provided includes newsletters, notices activity plans and a comprehensive prospectus which includes information on the curriculum. Parents are encouraged to be involved in their child's learning.

### What is being done well?

- Staff provide a good variety of activities and organise a well balanced routine. Relationships between staff and children are good and the children are happy and behave well.
- Speaking and listening skills are developing well as a result of good organisation of group times for children at different stages of development.
- Provision for creative development is very good. Good resources encourage children to engage in role play and a variety of activities enable children to explore texture and colour.
- The partnership with parents begins with a "get to know your child" sheet which parents are asked to complete. This also gives information on the use

of observations and assessment records. Each term these records are shown to parents, they are asked to add their own information and combined information then informs future planning.

**What needs to be improved?**

- knowledge of the early stepping stones to ensure that expectations of the younger and less able children are not too high, specifically for the development of writing skills and numeral recognition
- practical activities for comparing and separating groups of objects and recognising that the total is the same
- the provision of large equipment for physical development that will challenge three and four year old children
- opportunities for children to explore the differences between features of the local environment.

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

Not applicable as this was the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Three year old children are settling well at the beginning of the autumn term and those that are familiar with the staff and setting choose and get involved in activities, whether it be with adult support or alone. Children choose from a good variety of activities set out for them but have no opportunity to select their own resources. They speak out and sing songs and rhymes in small groups. Children are learning the importance of being kind, sharing and turn taking. Relationships are good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enthusiastically join in at story time when part of a small group. They are learning to speak in turn and listen to others. They are developing an understanding of the link between sound and letters with the use of name cards. Hand and eye co-ordination is developing well and more able children are developing good pencil control. However, some activities are too advanced for the younger three year olds. Children enjoy stories but show little interest in an uninviting book corner.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to five whilst singing at group time and during play activities and some are able to count to 10. They are learning to recognise numerals but do not establish a sound knowledge of one to three or five before moving on to nine. They talk about "more" and "less" but do not experience practical activities to compare and separate groups of objects in different ways and recognise that the total is the same. Children name two dimensional shapes and compare size, weight and volume.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gather and examine objects for their autumn display table. They discuss different textures. During cooking activities they discuss changes to colour and temperature. Children build and mould with a range of materials and choose from a variety of tools. During the current "all about me" topic they are developing an awareness of how other families live and they are learning about different cultures and beliefs. Opportunities to explore the local environment are irregular.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy movement to music and follow audio tape instructions or copy adult body movements. They are developing an awareness of their own space and that of others and regularly practise balancing, catching and throwing skills. However, large equipment is unsuitable for three and four year old children and they do not learn about the effect of exercise on their bodies. They use a good variety of tools and small equipment but the use of scissors is limited to planned supervised activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children experience a variety of activities to explore texture, form and colour. They name and are learning to mix colours to create a required colour and explore their senses during cooking and music activities. They sing simple familiar songs and imitate movement to music. Children re-create their own experiences with a variety of different role play and small world resources. They build and mould with a variety of materials and with staff support create three dimensional structures.

**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 expectations of the younger and less able children are not too high, specifically for the development of writing skills and numeral recognition.
- Provide practical activities for comparing and separating groups of objects and recognising that the total is the same.
- Provide large equipment for physical development that will challenge three and four year old children.
- Provide opportunities for children to explore the differences between features of the local 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.*