



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 317367

DfES Number: 523819

### INSPECTION DETAILS

Inspection Date	13/01/2004
Inspector Name	Lisa Patterson

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Brough Pre-School Nursery
Setting Address	Church Brough Kirkby Stephen Cumbria CA17 4EW

### REGISTERED PROVIDER DETAILS

Name	Mrs Barbara Wilson
------	--------------------

## 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

Brough Pre-school Nursery has offered care and education to children in Brough and surrounding areas from its current location since 1998 and prior to that in the local church hall. It is located in a single storey prefabricated building to the rear of Brough County Primary School in Church Brough and is open from 09:00 till 15:00, Monday to Friday, during term time only. There are currently 37 children on the register, of whom 26 are in receipt of government funding. There are no children for whom English is an additional language and one child who has been identified as having special educational needs.

The nursery has access to one main room which has been sectioned into quiet reading area, role play, construction/ICT area and tables for activities. There is an integrated kitchen area to which the children do not have access. Bathrooms are accessed through the main entrance area. The nursery do not have sole use of an outdoor area, though they utilise the school grounds where possible.

The manager and all other staff hold a level III qualification in childcare. The nursery has recently received reaccreditation with the Preschool Learning Alliance and the Kitemark Award for Excellence awarded by Cumbria Early Years Development and Childcare Partnership.

### How good is the Day Care?

The overall quality of day care is good. The staff team work well together led by a manager who holds a level III qualification. There is a commitment to further professional development and staff are encouraged by the manager and the committee to regularly update their knowledge and skills by attending further training. The nursery also opens up some in-house training to other nurseries and parents where appropriate. Staff are clear about their roles and responsibilities and regular meetings as a staff team and with the committee keep them informed of any changes to nursery procedures. Documentation is mostly up to date and contains required information, however it lacks detail in part.

Staff showed an understanding of safety issues with regard to the physical environment and equipment, though some areas for attention were identified. All staff have attended training in Child Protection, First Aid and Health and Safety at Work which keeps them abreast of current policy regarding these areas. Snacks and drinks are nutritious and children are offered choice, ensuring children receive appropriate food and drink.

The nursery is warm and welcoming to parents and children and they appear settled and secure. Displays of children's work and commercial posters adorn the walls and ceilings creating a bright and stimulating environment. Children have free access to a range of resources for part of each session which develops their independence and social skills. Children identified as having special needs and their families are very well supported through regular information and strong links with relevant outside agencies.

Partnership with parents is good. They are provided with detailed information on first leaving their child and regular newsletters keep them informed of activities and events within the nursery. There is a flexible induction for new starters and the key worker system works well in practice. Parents have access to all information on request.

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

The setting was required to request written permission for seeking emergency medical treatment. All parents are now asked to sign a consent form which gives the nursery and other professionals a clear understanding of their wishes.

It was also asked to ensure all items in the first aid box were in date. A member of staff has been designated to regularly restock the first aid box which ensures all items are in date and can be used in the event of an emergency.

Some areas of documentation required attention and these have been dealt with accordingly, though more attention is needed in this area. This has, therefore, been included as a recommendation following this inspection.

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

- Good use is made of space and resources and children have free access to equipment giving them opportunities to be independent and to develop socialisation skills. Interactions from staff during free play and directed activities extend the children's thinking and extend their learning.
- A bright and stimulating environment has been created by displays that adorn the walls and ceilings leading to children who are motivated and stimulated to learn. Staff use displays to extend the children's learning and to remind them of past activities.
- Children identified as having special needs are very well supported throughout their stay at the nursery. Clear procedures are in place for monitoring progress and feeding this back to parents. Parents are well

supported when accessing help and advice from outside agencies ensuring all parties are able to offer the child all that he or she may require.

- Good use is made of the local area and children enjoy regular walks to observe changes in nature, this includes regular trips to feed the local ducks and to watch the progress of ducklings. This gives children an appreciation of their environment and an understanding of change through the seasons.

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

- documentation to ensure policies relating to behaviour management and child protection are in accordance with the National Standards and the relevant guidance documentation
- the risk assessment to make sure all identified hazards are dealt with appropriately and that it is regularly updated
- the use of bathrooms by children when unvetted people are in the entrance hallway to ensure there is privacy.

#### **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
4	Provide appropriate privacy for children using bathrooms when unvetted people are in the entrance hallway.
6	Carry out a full risk assessment to ensure all hazards are identified and rectified accordingly, specifically the kitchen gate, the lock on the front door and the water temperature in the boys toilets.
14	Revise Behaviour and Child Protection policies to ensure they contain all relevant information as outlined in the National Standards and their guidance documentation.

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

### How effective is the nursery education?

Brough Pre-school Nursery offers generally good quality nursery education. Children make very good progress in Personal and Social Development and Creative Development and generally good progress in the remaining four areas of learning.

Teaching is generally good. Staff plan for children using the six areas of learning, however planning and assessment do not show progression through the Stepping Stones or identify clear differentiation needs where appropriate so that some aspects of learning are not addressed. Activities are planned which relate to the children's own experiences giving them confidence to participate. Children sit occasionally for long periods leading to a decrease in interest. Children with specific needs are very well supported by the staff team which helps them to fully participate in nursery life. Continuity of care ensures children are settled and keen to learn.

Leadership and management is very good. Staff are clear about their roles and responsibilities and there is a commitment to further professional development. The committee, manager and staff are continually seeking to improve the quality of education through keeping informed of changes, annual appraisals of all staff members and through becoming reaccredited with the Preschool Learning Alliance. There is close communication between staff and the committee through regular meetings.

Partnership with parents is very good. Parents receive information on first leaving their child and regular news letters keep them further updated. Parents are asked to respond to termly progress reports which gives both parties a better knowledge of the child, both at home and in nursery. Such information is used to inform further planning. There is a flexible induction procedure for new children which works well in practice.

### What is being done well?

- Good relationships have been established between staff, children and their parents leading to children who feel settled and confident.
- Children identified with special educational needs are very well supported, ensuring they are fully included in all aspects of nursery life.
- Partnership with parents is good and they are fully included in the education of their child, through a flexible induction for new children, regular news letters, input into assessments and information about termly activities and events.
- Good use is made of the local area and there are strong community links. The nursery has regular visits from a range of people including the dental hygienist, police officers, a librarian and the local vicar. Children are taken on short walks to observe changes in nature in both flora and fauna.

- Children have daily access to ICT equipment and its use is well supported by staff.
- The staff team works well together and shows a commitment to providing a range of different opportunities through which children can learn. Activities are well introduced and children have a clear understanding of what is expected.

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

- planning and assessment to ensure clear progression through the stepping stones is highlighted, that any gaps in the curriculum are closed and that differentiation for different ages and abilities is identified where appropriate.
- organisation of the session to ensure children do not sit for extended periods.

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

The nursery was asked to provide more resources which show positive images of diversity. The nursery have books, dressing up clothes, jigsaws, posters and various other items which show positive images, giving children an understanding of differences in their own country and beyond.

They were asked to make dressing up clothes more accessible. The nursery have purchased a clothes rail from which children may choose items of clothing. Free choice and the freedom to act out scenarios with appropriate equipment develops a strong imagination and independence.

It was requested that assessment is used to inform planning and support individual needs. While this area has been addressed generally well, not all children receive activities appropriate to their ages and stages of development.

The schedule of staff appraisal was to be reviewed to ensure staff were able to participate in it fully. An annual appraisal is carried out, in which staff complete a self assessment which is discussed by the line manager. This ensures all are clear about strengths and weaknesses and any areas for development through training or further support.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are developing well in their personal independence through the daily routine and activities, for instance when they pour their own drinks and pass around the snacks. Children show interest in and motivation towards activities. They have confidence in both large and small groups and are developing an understanding of the needs of others. A sense of community is developed through outside visitors and regular walks into the local area. Children are well behaved and show respect to all.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children enjoy regular reading times both independently and as part of an adult led activity. Staff successfully encourage children to enjoy and take care of books such as during free access to the book area. Children express themselves through speech and are able to communicate to large and small groups. They are able to recognise their names from a group of name cards. Children's motivation is occasionally decreased due to sitting for extended periods during story time.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Practical activities are used to develop an understanding of mathematical concepts. Staff also use daily routine activities, for example, snack time, for developing an understanding of number. Some children are able to count to 10 and some count beyond. They are able to use number in familiar contexts, for example, when discussing the date. Children are developing an early understanding of calculation. Some activities do not extend children's learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are learning well about natural materials and changes in the local environment. Their understanding of significant persons in the community is increasing through regular visits to the nursery by community figures. Children make good use of regular access to ICT equipment. Children are developing a sense of time through daily activities, including looking at the date and weather. Due to planning deficits children's learning about other cultures and beliefs is limited.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are developing a range of fine motor skills through the use of the mouse, tools for play dough, paintbrushes, hammers and scissors and they show confidence in this area. Children show co-ordination through action songs and dance. Children are aware of their own space and that of others and move carefully both inside and out. Due to planning deficits some activities do not extend children's moving and balancing skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Singing and music play a large part in nursery and children enjoy singing both familiar and new songs. Some have confidence to sing solo in front of the group. Children enjoy the regular opportunities to express themselves through dance and to match movements to music. Imagination is appropriately developed through role play and stories. Children enjoy many opportunities to explore textures, colours and a wide range of natural and man made media.	

**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 planning and assessment to show clearly how children make progress through the stepping stones, ensure all gaps in the curriculum are closed and to ensure activities are differentiated appropriately.
- Review the routine to ensure children are not required to sit for extended periods.

*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.*