



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507910

DfES Number: 515241

### INSPECTION DETAILS

Inspection Date 01/02/2005  
Inspector Name Alison Weaver

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Stone Cross Pre-School Playgroup  
Setting Address Stone Cross Memorial Hall  
Dittons Road  
Stone Cross  
East Sussex  
BN24 5ET

### REGISTERED PROVIDER DETAILS

Name The Committee of Stone Cross Pre-School Playgroup

### ORGANISATION DETAILS

Name Stone Cross Pre-School Playgroup  
Address Stone Cross Independent Pre-School  
Memorial Hall, Dittons Road  
Stone Cross  
East Sussex  
BN24 5ET

## 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

Stone Cross Pre-school has been running since 1952. It operates from one large room and a smaller room in a community hall in Stone Cross. The hall is situated near to local amenities and a primary school. A maximum of 30 children may attend at any one time. The group opens 5 days a week during school term times. Sessions are from 09.25 until 11.55. All children share access to a secure enclosed outdoor play area. The committee also runs a sister group nearby which takes children from 3 years of age.

There are currently 35 children on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area. The setting welcomes children with special educational needs, and also children who speak English as an additional language.

The setting employs seven staff. Six of the staff, including the manager, hold appropriate early years qualifications.

### How good is the Day Care?

Stone Cross Pre-school provides good care for children.

The staff work well together as a team and are very supportive to one another. There is a high level of qualified staff in the group and a commitment to improving their knowledge. There are thorough recruitment procedures in place. The staff are guided by a clear set of procedures but a few of the policies lack sufficient detail.

There is plenty of space available. The rooms are used effectively as staff create different play areas including providing space for more active play. Staff give high priority to ensuring children are safe at all times.

The children are happy and settled in the group. The staff provide positive support and encouragement which results in children being well behaved. Staff are good role models and show that they value and respect the children's contributions. The group

takes appropriate action when caring for children with special needs.

There is wide range of equipment which the children can choose from and a variety of different play opportunities are provided during the sessions. The maintenance of some of the equipment is not of a good standard. The children enjoy the activities but the lack of daily access to resources that promote equality of opportunity slightly limits their developing awareness of the wider world.

The partnership with parents and carers is very good. Staff are fully aware of the importance of working closely with parents and seeking their views. Parents receive a variety of helpful written information about the setting and are kept well informed about their child's progress through regular formal and informal feedback. All the required documentation is in place and kept appropriately.

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

Not applicable.

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

- The staff team is well motivated. They are managed well and given good support. Ongoing training is encouraged to develop staff's skills and knowledge. The group is very well organised and staff are clear about their responsibilities.
- The staff are very caring, friendly, and approachable. They build good relationships with the children. The group provides very good continuity of care for the children. This is shown in the way that when the older children go up to the nursery unit their key workers move on with them to help them settle.
- The children play well together and enjoy their time in the group. They are secure and confident.
- A strong emphasis is placed on keeping children safe both at the group and when on outings. All necessary safety precautions are taken. There are effective daily safety checklists as well as a more extensive risk assessment.
- The partnership with parents works very well and there is good two way communication. Parents are very happy with the care provided and feel well informed. There are a wide variety of useful notices and items of information placed on the notice boards in the group. There is a daily verbal exchange of information as well as more formal feedback. Parents also receive regular newsletters about general issues in the group.
- For part of the session staff divide the group into two separate rooms. This gives the staff opportunity to provide smaller group activities.
- The staff manage behaviour well. When there are behaviour problems the staff have an effective system to enable them to develop strategies to support and develop the child.

**What needs to be improved?**

- the complaints policy, to include details of the regulatory body
- the child protection policy, to include procedures in the event of an allegation made against a member of staff
- the daily availability of resources that show positive images of race, culture, religion, and disability
- the maintenance of the toys and equipment.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
5	Ensure that toys and equipment are well maintained.
9	Improve the daily availability of resources that show positive images of race, culture, religion, and disability.
14	Improve documentation to include details of the regulatory body in the complaints policy, and procedures if an allegation of child abuse is made against a member of staff.

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

### How effective is the nursery education?

Stone Cross Pre-school offers provision which is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The overall quality of teaching is generally good. The staff have a secure knowledge of the Foundation Stage. They use this knowledge to plan a broad curriculum which covers all six areas of learning. They provide a varied range of activities for the children with clear learning intentions. The space is well utilised but there is a lack of visual displays to support learning. Generally staff make good use of the activities to support and extend children's learning and independence. There is at times a lack of challenge for the more able children. There is a thorough observation and assessment system in place which is used informally to address future planning. Staff develop good relationships with the children. Children behave well in response to the high expectations of staff.

Leadership and management of the setting are generally good. The staff work well together as a team and are supported by the manager. All staff are involved in the planning of the curriculum and an effective key worker system in place. Ongoing training is encouraged to develop the knowledge of staff. The monitoring and evaluating of the nursery provision is not fully extended.

The partnership with parents and carers is very good. Parents receive a variety of helpful information about the plans and activities. They are encouraged to become involved in their child's learning and to contribute to the assessments. They receive regular feedback about their child's progress so feel well informed.

### What is being done well?

- Staff have a good knowledge of the individual children in their key worker groups. They form warm, caring relationships which results in the children being very confident and settled. The children concentrate well at activities, particularly at small group times. Staff value what the children say and do.
- The staff team works very closely together. All members of staff are able to contribute to the planning and their ideas are valued. They are keen to develop and to improve the care and education for all the children.
- The partnership with parents is strong. Staff keep parents well informed about their child's progress and provide opportunities for them to give feedback. There are regular parents' meetings where they can see and discuss the children's records. Staff encourage parents to write in their own observations and comments about their child's achievements. Each week parents are able to see the plans of activities so that they know what children are learning.

**What needs to be improved?**

- the use of the children's records to inform future planning
- the opportunities for children to develop their independence further
- the use of the indoor environment to promote children's learning by the provision of more visual displays and posters
- the extension and adaptation of activities to ensure all children are being challenged and making progress towards the early learning goals.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settle easily when they arrive at the group. They are developing good relationships and play well together. They behave well and are learning to take share and turns. They talk freely about their own lives and families. They sit and concentrate at activities both on their own and in small groups. Children's independence is being promoted but everyday activities are not fully exploited. Opportunities for them to self select resources are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to peers and adults. They freely talk about themselves and their families, expressing themselves well. They are learning to listen to each other and take turns in speaking in group times. They can find their own name cards. Their mark making skills are developing at some everyday activities. Children enjoy books on their and with others. The limited labelling and displays restrict children's opportunities to develop an awareness of print.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and join in enthusiastically with number songs and rhymes. Some children recognise numerals, simple shapes, and create patterns. They choose number activities during free play and enjoy number rhymes and songs. They sort and match confidently. They are beginning to use appropriate mathematical language during free play. Children's mathematical development is not always being fully extended at everyday activities. The lack of displays restricts children's progress.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate using their senses using a variety of equipment and activities but sometimes they lack sufficient adult support to extend their understanding. They find out about the natural world and the environment. They learn about cultures and beliefs through the planned topics. They learn about others through having visitors to the group. They competently use a limited selection of tools on a daily basis. They have regular access to simple technology.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently and safely. They negotiate space well. They show good co-ordination when climbing on the large equipment and riding the scooters. Their hand-eye co-ordination is developing well as they handle a variety of equipment. They show increasing fine motor skills when using a limited selection of tools that is available to them daily. Children are developing an awareness of good personal hygiene and how to keep healthy through everyday routines and planned activities.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy and join in enthusiastically with music and singing activities. They experiment with sounds, making and playing instruments. They use their imagination to act out different scenarios during role play. The children have some opportunities to express their ideas but some activities restrict this. At times the craft activities lack challenge for more able children.

**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**

- Extend the planning of activities to show how they can be extended and adapted to take into account children working at different rates and abilities. In addition use the information gained from the children's records to plan for their next steps for learning.
- Make more effective use of the indoor environment to promote children's learning.

*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.*