



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133727

DfES Number: 515339

### INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Joanne Graham

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	North Drive Pre-School
Setting Address	North Drive Grove Wantage Oxfordshire OX12 7PW

### REGISTERED PROVIDER DETAILS

Name	The Committee of North Drive Pre-School 1003255
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### ORGANISATION DETAILS

Name	North Drive Pre-School
Address	12 Mandarin Place Grove Wantage Oxfordshire OX12 0QH

## 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

North Drive Pre-school was established in 1969. The group has sole use of its own premises located within the grounds of Grove Primary School. This is located in the village of Grove, on the outskirts of Wantage in Oxfordshire. The children who attend the pre-school predominantly live in and around the village. The pre-school has an enclosed outdoor play area at the rear of the building.

The sessions times are Monday to Friday 09.00 to 11.30 and Monday to Thursday 12.45 to 15.15 term time only. There is a parent and toddler group held on the premises on Fridays from 13.00 to 15.00.

There are currently 32 children on the roll. This includes 20 nursery education funded 3-year olds. The setting supports children with special educational needs and those with English as an additional language. Six members of staff care for the children. Two members of staff hold an appropriate qualification and two are working towards a suitable childcare qualification.

The setting receives regular support from the local authority early years department.

### How good is the Day Care?

North Drive Pre-School provides satisfactory care. Staff work well as a team and provide a caring environment for the children to learn. It is warm and welcoming, and there is sufficient space for the children to play comfortably inside and outdoors. The children's own work is valued and displayed attractively. The children can freely access the activities and equipment pre-selected by staff, and independence is encouraged. Some regulatory documentation is not available and documentation is not always accurately or confidentially maintained.

Staff carry out visual daily checks. These are not recorded daily and some staff are unaware of the system. Evacuation procedures are practiced regularly. Staff actively promote good hygiene practices. Children are encouraged to learn about personal

hygiene through the daily routine and staff effectively reinforce this. Snacks are varied and healthy eating is encouraged. Dietary needs are respected and drinks are available at all times. Staff have a satisfactory knowledge of child protection but the policy lacks all necessary detail.

Children respond to the positive reinforcements and expectations of staff and behave well. Staff provide an interesting and calm environment and respond to the children's interests and individual needs. Children enjoy the varied, stimulating and exciting activities available and participate enthusiastically. Staff sensitively support and encourage children to participate in all the activities. Their differences are acknowledged and valued.

There is a good partnership with parents and carers. They are welcome at any time and know what is going on in the pre-school through regular daily exchanges and correspondence. The questionnaires contain positive feedback from the parents.

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

Not applicable.

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

- Children access a wide range of interesting activities and enjoy their play. Staff support children's learning well and ask effective questions. They extend their play where appropriate; for example when the children were putting out 'fires', a staff member found a story book about fire engines and then read it to them. The children then build their own hoses from materials within the setting.
- The environment is warm, welcoming and clean. The children's work is displayed attractively at their level and the staff set up the room to entice the children in to play. There is sufficient space for the children to move and play comfortably.
- Snacks provided are varied, healthy and nutritious. The children's dietary needs are respected and valued. The helper of the day hands out the drinks to the other children. Independence is encouraged with the children self-selecting their own snacks from the choice available.
- Good behaviour is encouraged. The staff manage behaviour consistently and the children are aware of their boundaries. They share, take turns and negotiate well.

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

- staff's knowledge and understanding of the National Standards and guidance for sessional day care, especially with regard to the mandatory documentation requirements
- methods to ensure documentation is recorded in permanent ink, is

confidential and accurate

- systems to record written health and safety checks and for all staff to be aware of these.

### 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 must take the following actions by the date shown

Std	Action	Date
13	Ensure the child protection policy includes details of what to do if an allegation of abuse is made against staff and that they are all aware.	30/11/2004
2	Produce and implement procedures for lost or uncollected children.	30/11/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the register is marked in pen and that differences to sessional times are accurately recorded.
6	Develop a written daily health and safety check and ensure all staff are aware of all procedures including the weekly risk assessments.
7	Ensure parental consent is obtained to seek treatment in the event of a medical emergency and that accidents are recorded confidentially.

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

### How effective is the nursery education?

North Drive Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, physical development and creative development.

Teaching is generally good. Staff have a generally good knowledge of the foundation stage. They plan a varied and fun learning environment for children to experience a wide choice of activities inside and outdoors. This develops the children's predictive and curiosity skills effectively. Opportunities for children to calculate and count in every day situations and to operate simple equipment are limited. The routine allows the children sufficient time to complete their chosen activities. Staff do not always support or extend children's learning effectively. Staff manage children's behaviour well and they respond positively. The curriculum lacks the introduction of cultures and beliefs of others. Aims of planned activities and written evaluations contain insufficient information to aid future planning to support children's individual learning needs.

Leadership and management are generally good. Planning and team meetings are held regularly and all contributions are valued. The committee regularly visit to observe staff working directly with the children and they offer support and guidance with regard to individual training needs. New staff have limited support when completing their keyworker children's developmental records and these lack insufficient evidence.

Partnership with parents is very good. This contributes well to the children's progress towards the early learning goals. Staff inform parents of the group's policies and activities with regular newsletters, notice boards and daily communication with staff. Parents have regular opportunities to share their observations and discuss their children's progress and staff appreciate their views.

### What is being done well?

- Children have an awareness of boundaries set and behavioural expectations of staff. They take turns, negotiate and share well, especially when playing with the dough. Children are confident to try new activities and persist at tasks. They are showing increasing independence, especially during snack time and putting outdoor clothing on.
- The children use mark making implements, construction sets and malleable materials with increasing control. They understand that equipment and tools need to be used safely. They move confidently and participate enthusiastically with action rhyme games. They negotiate space and control movements with ease both inside and outdoors. They realise the importance

of good hygiene practices to remain healthy through effective staff reinforcement.

- Children join in and request their favourite songs. They participate enthusiastically to action rhymes. Their imaginative skills are developed well, especially in the workshop. They become 'Bob the Builder' and fix and build items. They make 'hosepipes' to put out the fire. The children get pleasure from the variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. Their work is valued and displayed attractively and at their level.
- Parents are welcome into the group at all times and their contributions and observations are valued and respected. The staff listen to parents' response to the change of routine with regard to the children not liking this, and respond in a positive manner. Parents contribute to, and access, their child's developmental records on a regular basis.

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

- the aims of planned activities and written evaluations to contain sufficient information to aid learning and future planning
- support for new staff in their knowledge of the aims and extension of activities to extend and support individual children's learning and to record their achievements in detail
- activities to develop the children's understanding of calculation and to use counting in everyday situations
- activities to ensure children can use simple equipment, for example access to everyday technology regularly and understand how things work, and to learn of other people cultures and beliefs
- access to name cards to support children writing their names and a mix of pictures and words on labels to help younger children begin to recognise words.

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

Generally good progress has been made since the last inspection. A new booklet has been produced for parents. This informs them of the policies and procedures of the group and the learning aims of the education programme. It is available to existing and new parents. This ensures the provision meets the needs of the children and parents are made aware of the six areas of learning.

The provision of clear print at the children's level within the playroom has been achieved in some areas. The displays and activity areas are clearly labelled and regularly used as a learning tool by staff. The children benefit from being able to associate that print has meaning. Some of the equipment in storage boxes are

labelled. The children are unable to know what the unlabelled boxes contain. This hinders their ability to self-select a specific choice.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to participate in planned activities and confidently self select their own choices. They are forming good relationships with their peers and staff. Children share, negotiate and take turns well, especially during snack time. Their confidence and independence is promoted through organisation of resources, daily routines and good staff support. Children respond to the high expectations of staff for acceptable behaviour. Their behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to communicate with staff and one another through gestures, signs and talk. Children listen well to each other and the staff, showing awareness of the speaker. They enjoy stories and handle books with care. They begin to recognise some familiar words and their own names through labelling of the displays and learning areas and 'feeding' the hedgehog with their name card when they arrive. Name cards are not available during sessions.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a developing understanding of naming and matching shapes, colours and numbers. There are missed opportunities to reinforce and develop the children's counting skills, number recognition and calculation in everyday situations. Practical activities provide opportunities for children to develop their problem solving skills, especially with the marble painting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They learn about their environment by using their senses, they grow cress and beans. They confidently share past and present events in their lives. The children have an understanding of their own. There are missed opportunities to reinforce this with culture and beliefs of other people. Children do not access everyday technology regularly.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations; for example, they use the climbing frame and slide. Children handle tools, materials and objects safely with increasing control. Staff plan a wide range of opportunities for children to practice and refine their skills.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children participate in songs and rhymes eagerly and like to select their favourites. They enjoy the opportunity of free expression in role play; developing their imaginative skills well with dealing with the 'emergencies' and putting out the fires. They use props to represent the hoses. Children access a wide range of art and craft activities developing their creative skills, especially sticking, painting and rolling, squeezing and cutting the dough.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- improve the aims of planned activities and written evaluations to contain sufficient information to aid learning and future planning
- provide support for new staff in their knowledge of the aims and extension of activities to extend and support individual children's learning and to record their achievements in detail
- provide activities to develop the children's understanding of calculation and to use counting in everyday situations
- provide activities to ensure children can use simple equipment, for example access to everyday technology regularly and to understand how things work, and to learn of other people cultures and beliefs.
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*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.*