



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 203900

DfES Number: 521887

### INSPECTION DETAILS

Inspection Date 04/03/2004  
Inspector Name Sheila Harrison

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Noak Bridge Preschool  
Setting Address Coppice Lane  
Basildon  
Essex  
SS15 4JS

### REGISTERED PROVIDER DETAILS

Name The Committee of Noak Bridge Pre-School Committee 1052083

### ORGANISATION DETAILS

Name Noak Bridge Pre-School Committee  
Address Coppice Lane  
Basildon  
Essex  
SS15 4JS

## 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

Noak Bridge Pre-School opened in 1984. It operates from one room within a demountable classroom within the grounds of Noak Bridge County Primary School. It serves the local area.

There are currently 44 children from 2 to 5 years on roll. This includes 19 funded 3 year olds and 16 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a child with special needs and no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and 13:00 until 15:30 on Monday, Wednesday and Friday.

Four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Noak Bridge Pre-School provides satisfactory care for children aged 2-5 years.

The pre-school provides a warm and welcoming environment. Staff have trusting and friendly relationships with the parents and children. They foster a child's sense of belonging through the successful settling in procedures and high staff ratio. The team works well together. They share a common purpose, are conscientious and use their time well to the benefit of the children.

The policies have been reviewed, but some procedures are still to be completed. Staff are suitably qualified and wish to increase their knowledge of child care and education issues.

The environment is stimulating, orderly and generally safe. The setting is well

resourced and children have a choice from a broad range of pre-determined activities. Staff are aware they should review the current hygiene practice regarding preventing the spread of infection.

Staff ensure a secure routine and manage the children effectively with the quality of their interaction, enhancing aspects of the children development. Children appear happy and well behaved. However, children's independence is not fully extended within the snack time.

Parents have many positive comments about the pre-school including how well the children had settled and progressed. The committee is actively involved in the running of the setting and parents contributions of time and resources are valued.

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

At the last inspection the pre-school agreed to keep records on the staff and children including a named deputy; ensure all staff are vetted and suitable

qualifications are obtained; develop an operational plan which is available to the parents; ensure the premises are maintained at a suitable temperature and that hazards are minimised.

The pre-school has made good progress with the required actions. All new staff undertake police checks and a system has been initiated to ensure suitable employment procedures are followed. There is a named deputy. The person in charge and half the staff have suitable qualifications. An action plan is in place to enable the deputy to reach a level 3 qualification. Records on staff and children have been expanded and kept in a locked cabinet on the premises. An air conditioning system has been fitted to ensure an adequate temperature is maintained and the hot water system has received attention.

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

- Staff build warm and trusting relationships with the children. They provide a suitable range of worthwhile activities responding to their interests, helping them to progress, settle, and leave their main carer confidently.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis Parents give information about the child's achievements. They are provided with clear information including regular newsletters, information on the current topic. The children are invited to bring objects from home to show the staff and children. Staff are sensitive to the needs of parents when working with other professionals.
- Staff have become a consistent and strong team. They share a common purpose and are all involved in the planning and recording children's achievements.

**What needs to be improved?**

- opportunities at snack time to encourage the children's growing independence.
- procedures for hand washing, evaluation of the fire drills and maintenance records.

**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
3	Use opportunities at snack time to encourage the children's growing independence.
7	review procedures for hand washing, evaluation of the fire drills and maintenance records.

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

### How effective is the nursery education?

The provision of nursery education at Noak Bridge Pre-School is good. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are developing an understanding of the Foundation Stage and use this knowledge to plan a broad and balanced curriculum with a suitable range of interesting activities. They regularly observe the children and record their progress. This information often informs future planning of activities. The activities and routine are loosely evaluated in line with the six areas of learning.

Staff make appropriate use of time and resources, working directly with the children. They provide an inviting environment, effectively supporting children through the keyworker scheme. Staff praise and encourage the children in their play, helping the children to understand what is acceptable behaviour. Staff usually encourage the children's concentration and listening skills, with opportunities for children to talk about their work and families. They are beginning to develop useful strategies to extend the questioning and activities for the older more able children.

There are basic systems in place to support children with special educational needs. Staff are developing their knowledge of the Code of Practice.

Leadership and management are generally good. The committee, supervisor and staff are committed to training and professional development. Information from the evaluation of the session, staff meetings and regular informal discussions are used to monitor and improve the quality of care and education.

The partnership with parents is generally good. Written information on the Foundation Stage is displayed in the porch. Parents are informed of their child's keyworker and are provided with information of their child's achievements both verbally and written.

### What is being done well?

- Children visit the local mobile library to change their books. They can take them home and share stories with their parents.
- Staff have become a consistent and strong team. They are committed to developing the provision through regular team meetings, planning and further training. This ensures the children are well supported, confident and fully occupied.
- The partnership with the parents is strong. They are supplied with a range of information and encouraged to take an active role in their child's learning.

**What needs to be improved?**

- staff's knowledge and understanding of the Foundation Stage and the early learning goals.
- opportunities for children to express their creativity, ideas and decision making to ensure they are suitably challenged. This includes broadening their musical experiences.

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

The pre-school has made generally good progress since the last inspection.

Record systems have been implemented that ensure achievement records are linked to the stepping stones and the early learning goals and this information generally informs future planning. There have been some changes in the team since the last inspection and the new staff members expressed a lack of confidence with the Foundation Stage and early learning goals.

They encourage the children to behave well, although the whole group of children at story time inhibits the children's concentration and listening skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children respond positively to staff and have formed good relationships with their peers with a positive attitude to learning. Children behave well and have an understanding of right and wrong e.g. a child gave generously a share of her dough. However, whole group activities do not fully sustain children's interest. Children develop a sense of community, talk about their family, interests and celebrate their birthdays.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, adults and in groups. They have some opportunities to link letters with sounds and can recognise their names. They handle books carefully in the suitably stocked book area. Children enjoy the visit to the mobile library. They have chances to practise their pre-writing skills with pencils, crayons and large chalks.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in counting, they count groups of children and on their fingers. They recognise various shapes, are using positional language and sizes in stories. Children create patterns in their play. Children have some chances to see number, but do not see their full use as labels or have sufficient number rhymes. They are developing an understanding of measure whilst playing with the dough, but few chances to experiment with weight.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore various festivals and countries with food tasting and different clothing. They discuss their sense of time using the calendar and family events. They see the effect of the wind on the parachute. Children have some chances to select and build using a variety of construction kits, but few opportunities to investigate the properties of sand and water. Children have limited access to the computer.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence and develop control over their bodies and have sufficient exercise. They have chances to practise their skills such as running, jumping, walking backwards and play cooperative games with the parachute. However, health awareness is not always given due emphasis. They use small -scale tools and equipment safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Staff plan regular opportunities for children to experience a range of media, but these are sometimes overly directed by adults and do not encourage children to express their own ideas. Children have few chances to mix and explore the properties of colour. There are limited opportunities to respond to music and dance. There are interesting and varied role play activities. Children enjoyed the railway theme and used maps, tickets, stamps and appropriate clothing.

**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**

- Improve staff's knowledge and understanding of the Foundation Stage and the early learning goals.
- Develop opportunities for children to express their creativity, ideas and decision making to ensure they are suitably challenged. This includes broadening their musical experiences.

*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.*