



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309294

DfES Number: 521876

### INSPECTION DETAILS

Inspection Date 04/11/2004  
Inspector Name Margaret Baines

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Edenfield Village Pre-School  
Setting Address The Community Centre, Exchange Street  
Edenfield, Ramsbottom  
Bury  
BL0 0QH

### REGISTERED PROVIDER DETAILS

Name The Committee of Edenfield Village Pre-School 1030562

### ORGANISATION DETAILS

Name Edenfield Village Pre-School  
Address The Community Centre, Exchange Street  
Edenfield  
Ramsbottom  
Lancashire  
BL0 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

Edenfield Pre-School operates from the village hall in the village of Edenfield in East Lancashire. It is a committee run setting which operates during term time only each weekday, Monday and Thursday from 09:00-15:00, Tuesday, Wednesday and Friday 09:00 - 12:30.

The day to day management is the responsibility of a qualified supervisor who has a team of 2 suitably qualified staff working with her. The facility is situated in the centre of Edenfield close to other community links. Children are cared for in a large room divided into different areas. There are toilet and kitchen facilities in the building.

There are currently 18 children on roll of which 8 are in receipt of funding. There are currently no children with special educational needs or with English as a second language, however systems are in place to support such children in the setting.

The pre school receives support from the Local Authority and the Area SENCO. The preschool operates during term time only from 09:00-15:00 Monday and Thursday and 09:00-12:30 Tuesday, Wednesday and Friday each weekday from 09:00 to 15:00.

### How good is the Day Care?

Edenfield Village Pre-School provides good care for children.

There is a warm, bright and welcoming environment for the children and parents, which is visually stimulating with displays of children's art work on most walls. Good use is made of space so that children are well cared for and feel secure. The organisation of documentation is generally good with some weaknesses identified. The staff team are committed to ongoing training and development to enhance their existing knowledge and experience. They work well together and are aware of their individual roles and responsibilities.

There is a clear understanding of keeping children safe both indoors and when

taking children on outings. The premises are kept secure and arrival and departure times are monitored. Good hygiene practice is encouraged as part of the children's daily routine.

Parents provide the lunch whilst staff provide nutritious and varied snacks and drinks during the morning and afternoon sessions. Child protection responsibilities and procedures are understood. Families who have children with special needs are supported.

Planned activities and resources provide a good range of learning experiences for the children. Opportunities for development in all areas of learning are given and the children enjoy themselves at play both in adult led activities and independently chosen ones. They enjoy some positive experiences in learning about our multi cultural society and the world around them. There are resources and activities, which reflect diversity. Positive strategies are in place to sensitively manage children's behaviour, they enjoy a nurturing and caring time.

Partnership with parents is based on good communication both written and verbal. Confidentiality is acknowledged as important and records are securely held and shared with parents. Parents have access to all policies and procedures in place.

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

At the last inspection the setting was asked to: provide evidence staff have been vetted; improve safety in the entrance; obtain written permissions for the seeking of medical attention; keep and maintain an incident book; update the complaints procedure and child protection statement.

The setting has made good progress: the staff group has changed and so has the committee, most clearance documents are in place and those newly appointed committee members are currently being cleared; staff accompany children to the toilets to ensure they reduce any risks from equipment stored in the entrance; written permissions for the seeking of medical attention is now in place as is the incident book; the complaint procedure has been updated to include the name and address of the regulator; the child protection procedure now includes action that will be taken in the event of an allegation against a member of staff.

The completion of these actions has improved the overall quality of care for the children.

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

- The qualified staff team have clear defined roles and responsibilities. They work very well together to provide a varied and interesting programme of activities to ensure children learn through play.
- There is a stimulating range of activities, which help children make progress in all areas of learning. They are involved and enjoy their play. Children have learning opportunities, which are planned and prepared to ensure they have a varied and interesting time. Staff ensure children enjoy a variety of craft

activities, they made happy faces and bonfire pictures during the inspection. They also go for walks in the rural environment learning about their community. They have good learning experiences to enhance their imagination, they played enthusiastically in the role play area, which was a 'nursery', feeding and changing their babies.

- Staff interact well with the children, they talk and listen to them and are interested in what they do and say.
- There are effective systems in place for monitoring the safe arrival and departure of children. Only persons known to the staff collect children.
- Staff provide some very interesting snacks. Children enjoyed garlic bread and fruit during the inspection. Children have frequent drinks of juice water or milk.
- The lunches prepared by parents are stored effectively in the fridge to ensure health and safety requirements are met.
- Staff manage the children's behaviour well. There is passive control and children respond favourably to the positive environment.

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

- documentation in relation to the vetting of newly appointed committee members
- induction from informal to a formal system.

#### **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
2	Develop the informal induction procedure.
1	Ensure all committee members are vetted.

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

### How effective is the nursery education?

Edenfield Village Pre-School offers good quality education overall which enables children to make very good progress towards the early learning goals in both personal social and emotional and creative development and generally good progress in the other four areas.

Children's spiritual, moral, social and cultural development is fostered appropriately.

The quality of teaching is generally good. The key worker system promotes good relationships with children. A structured routine, balanced range of activities and staff's interaction with the children demonstrates that they understand the foundation stage and how children learn.

Planning links directly to the stepping-stones. Staff in the main are confident to deliver the early learning goals. However they provide too few challenges for more able children and are limited in their questioning of children to promote their mathematical thinking and children's learning about linking sounds to letters. Children also have too few opportunities to develop their gross motor skills. Staff observe and record the children's progress, which is used to inform future planning.

Staff manage children's behaviour effectively, children respond positively, are eager to please and behave well. There are systems in place to support children with special educational needs and English as a second language.

Leadership and management is generally good, it has a positive impact on children's progress. There is a clear management structure providing training opportunities for staff. Staff understand their roles and responsibilities. The supervisor oversees the planning which is in the main well thought out. She also reviews children's assessments and liaise with parents.

The partnership with parents is generally good. Parents are provided with detailed information about the setting and the curriculum. There is no formal system in place for parents to contribute to the assessment of their child's learning.

### What is being done well?

- Children's personal social and emotional development is given high priority. Children are happy and secure as they engage in a range of worthwhile activities which address a broad range of topics. Staff value children and their achievements; accordingly children develop high self-esteem. Children participate in activities with confidence and enthusiasm. They organise themselves quickly as they choose activities and help to clear away in readiness for snack time.

- Children enjoy the reading area; they select books and are learning that print carries meaning. They are confident speakers and are able to share their opinions in a group. They confidently shared the Billy Goats Gruff story and their plans for bonfire night.
- Children are developing very good fine motor skills. They use tools and equipment to good effect. Children use scissors and cutters; they use glue sticks and paint brushes to create imaginative collages.
- Children can count confidently to five and some to ten and beyond. They are learning about shapes and through the topic of opposites are learning about size and capacity.
- Children enjoy a variety of creative experiences. They explore colour and texture as they create happy and sad faces. They play with the trucks in the compost tray learning about similarities and differences. Children develop their imagination through role-play. They imitate what adults do as they attend to their babies in the 'nursery'. They feed and change the babies and rock them to sleep. They engage in meaningful conversations with each other and adults as they enjoy the snack of garlic bread and milk and pancakes. ' I am going to a bonfire says one three year old to her friend'.
- Sound links are developed between home and the setting. Parents are provided with detailed information about the setting and the daily activities. Staff encourage parents to contribute to the topics by sending items into the setting for children to share at circle time.

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

- the questioning of children by staff to improve and enhance their mathematical thinking in particular their calculating skills
- the teaching of how sounds link to letters in every day activities
- opportunities for children to develop their gross motor skills on a regular basis
- planning to include activities for more able and less able children
- opportunities for children to learn to investigate and explore using scientific equipment
- parent's contribution to the assessment of their children's learning.

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

At the last inspection the setting was asked to provide information for parents to raise their awareness about the Early Learning Goals. Parents are given detailed information to raise their awareness and are invited to view the educational notice board, which relates to current topics and themes. Parents are also invited into the setting twice per year to view their child's record of achievements and are encouraged to speak with their child's key worker on a daily basis.

The setting was also asked to increase the range of work in the children's portfolios.

The range of work has increased sufficiently to ensure parents are clear about the work that their children have completed during their time in the setting and that staff have good evidence to use for informing the assessment and for future planning.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and motivated to learn from a range of both planned and free choice activities. They settle quickly as they arrive and are beginning to form friendships. 'Lets play with the babies' said one child to another. They are proud of their achievements and eager to share them with others. They are sensitive to the needs of others. They develop strong relationships with staff and each other. They are gaining independence as they help serve snacks and attend to their personal needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently during both free play and group situations. They listen to stories and are learning that print carries meaning. They are learning to retell elements of a story and use language to recall past events. They have access to fiction and non-fiction material to develop their understanding of books. Children are learning to recognise their name. They have however insufficient opportunities to learn to make marks for a purpose and to link sounds to letters during play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to 5 and some to 10 and beyond competently. Children are learning to compare number; they know that 3 is more than 1 as they act out the story of the Billy Goats Gruff. Children can identify circles, squares and triangles in the environment. They are learning positional language as they stand in a line. However staff do not routinely question children to promote their mathematical thinking nor do they set sufficient challenges for more able children to enhance their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about living things as they grow sunflowers. They construct with a purpose using a variety of materials. They are developing good concepts of time through daily routines. They are learning about the community in which they live from visits to the post office and the park. They learn about other cultures and their own. They celebrate bonfire night and Chinese New Year. They are learning computer skills, however they have limited opportunities to investigate and explore.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are learning to move confidently and safely around the setting. They learn about healthy eating and are developing an awareness of their own bodies for example what makes them hot. They can use a range of small tools and equipment confidently as they draw, paint, cut and paste. They are learning to use cutters and rollers when creating with play dough. They learn to hop skip and jump but have limited opportunities to learn to climb, balance and operate equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children create pictures both in two and three dimensions using a range of textures and resources. They create bonfire pictures and happy and sad faces. They use their senses to taste and smell different foods for example garlic bread and feel different textures. They are learning to use their imagination in role-play; in the home corner they feed the dollies and put them to sleep. Children sing songs from memory; they are learning different sounds as they play musical instruments.

**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**

- Key Issues for improvement are :
- encourage Staff to question children during continuous play in particular to extend children's mathematical thinking and their understanding of how sounds link to letters
- create opportunities for children to learn to climb, to balance and to control equipment such as trikes and cars
- develop planning to include activities to enable children to learn to investigate using appropriate equipment
- encourage parents to actively contribute to their children's learning in the home and to use this information to inform assessments and future planning.

*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.*