



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109889

DfES Number: 520010

### INSPECTION DETAILS

Inspection Date 20/04/2004  
Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Timsbury Preschool  
Setting Address Jubilee Hall  
New Road, Timsbury  
Romsey  
Hampshire  
SO51 0NL

### REGISTERED PROVIDER DETAILS

Name The Committee of Timsbury Pre-School

### ORGANISATION DETAILS

Name Timsbury Pre-School  
Address Jubilee Hall  
New Road, Timsbury  
Romsey  
Hampshire  
SO51 0NH

## 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

Timsbury Pre-school is managed by a voluntary committee of parents. It opened in 1972.

It operates from a community hall in the village and serves the local and surrounding area.

There are currently 20 children from two years to five years on roll. There are 12 funded three-year-olds and 3 funded four-year-olds. There is a small number of children with special educational needs and no children with English as an additional language. Children attend for a variety of sessions.

The group opens four days a week during school term times. Sessions are from 09:30 until 12:00.

There are five members of staff who work with the children including one with early years qualifications. There is currently one member of staff working towards a recognised early years qualification.

### How good is the Day Care?

Timsbury Pre-school provides satisfactory care for children. A dedicated team of staff work well together to provide a welcoming environment where children feel confident and secure. Space is organised well so children have separate areas for different types of play. The premises are clean, light and airy. There is a good range of resources and activities set out for children's arrival. Displays of children's work, as well as posters, decorate the walls. Staff are keen to attend training in order to meet the qualifications requirement. Most documentation is in place.

Staff have an awareness of health and safety and have carried out effective risk assessments in most areas. Emergency procedures are in place although some need reviewing. There are effective systems in place for the safe collection of children. Staff observe appropriate hygiene routines themselves, however these are

not encouraged with the children. The pre-school has a positive approach to caring for children with special educational needs. Staff have attended training to develop their skills and knowledge in order to provide effective support.

Children are involved in a broad range of activities to support their development. They have time to explore and finish activities for themselves. Effective behaviour management strategies are used to promote positive behaviour.

The pre-school works in partnership with parents. They have access to a range of information and are kept up-to-date through regular newsletters and the notice board. Policies and procedures cover all aspects of the provision however some need updating. Staff have a sound knowledge of individual needs and respect parent's wishes regarding their care.

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

Not applicable.

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

- A good range of resources are available to stimulate children's interest and encourage their imagination. Children can make choices and develop their own games. Equipment is clean, safe and in good condition.
- Staff interact positively with children. They listen to what children say and encourage them to talk about what they are doing. They explain what activities are available and use open questions to promote children's understanding. Children relate well to adults and each other.
- Staff form friendly relationships with parents and exchange information on a daily basis. An active parent's rota encourages parents to be involved in their child's learning.
- Staff have a good understanding of behaviour management strategies and provide clear and consistent boundaries. Praise and encouragement is used to promote positive behaviour. Children know the routines and respond well.

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

- staff qualifications
- safety arrangements
- hygiene practices
- knowledge of child protection
- documentation.

**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
2	Develop an action plan that sets out how staff training and qualification requirements will be met.
6	Improve the system for risk assessment and safety arrangements to ensure the safe arrival of children and that evacuation procedures are effective.
7	Ensure good hygiene practices are in place regarding hand washing.
13	Develop staff's knowledge and understanding of child protection issues.
14	Update documentation, policies and procedures to ensure parents are provided with contact details for Ofsted and the register is accurately maintained at all times.

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

### How effective is the nursery education?

The provision for nursery education at Timsbury Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. An enthusiastic staff team work well together to provide a friendly and inviting environment for children's learning. They use varied teaching methods and are involved in children's play. They have a good understanding of how children develop but have limited experience and knowledge of the early learning goals. The co-ordinator for special educational needs supports children well. A varied programme of activities is planned and a wide range of resources is rotated to stimulate children's interest and provide challenges in most areas. However the system for planning and assessment is not clearly linked to the stepping stones or used to plan individual progression. Staff form easy and trusting relationships with children. They use effective strategies to promote positive behaviour and children respond well.

Partnership with parents is generally good. Parents value the friendly and approachable staff. They feel confident about sharing information although there are few formal opportunities to contribute or share in their child's records. Parents are provided with a range of information about the pre-school, the early learning goals and weekly topics. They have opportunities to be involved in children's learning through the parent rota and contributing to the topic.

Leadership and management is generally good. Staff and committee work together to provide a positive environment where children enjoy learning. Areas for improvement have been identified and there is a commitment to supporting staff training initiatives. However there are no formal systems in place to review the effectiveness of the nursery provision.

### What is being done well?

- Staff give a strong emphasis to children's personal, social and emotional development. They provide positive role-models and clear guidance to help them develop confidence and form relationships with others.
- Parents are encouraged to be involved in the pre-school through the committee or parent's rota. Effective settling-in arrangements help parents and children feel secure.
- Children engage in a variety of activities and are becoming increasingly competent in using a wide range of tools, resources and materials.
- Children are developing an awareness of the world around them through topics and practical activities. They find out about other countries and cultures. Taste different foods and investigate living things.

**What needs to be improved?**

- staff's understanding of the early learning goals
- assessment of children's progress
- monitoring and evaluation of the provision
- opportunities for parents to share and contribute to their child's records.

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

The pre-school has made generally good progress since the last inspection when it was asked to:

consider ways of simplifying the process for planning for the curriculum. Plans should be adapted so that they continue to cover all the areas of learning but are made more manageable. The system has been simplified however it does not clearly show what children are expected to learn in all areas of learning.

extend the information booklet for parents in order to provide more details about how the activities offered promote children's learning. Parents are now provided with more detailed information about the curriculum and the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated. Many display high levels of involvement and concentrate for long periods. Children are developing confidence and many express their own wants and feelings. They develop independence during some routines although there are few opportunities to select resources for themselves. Children form positive relationships with others and play co-operatively. They sit quietly and listen at circle time. Most are aware of the rules of the setting and behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing confidence in communicating with others. They contribute during circle time, describe what they are doing and initiate conversations others. Many recognise their name and are beginning to distinguish sounds and letters. Children enjoy stories. However few use the book corner and group story time is sometimes missed. Children engage in a variety of activities to develop their hand and eye co-ordination. Children enjoy drawing and many attempt writing during role-play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number activities. They count how many children and tentacles on an octopus. They are beginning to recognise numerals and groups of objects. Activities to encourage problem solving are not always effectively introduced. Children explore shape, measure and space through a variety of practical activities and good support from staff. Children measure themselves when lying on the floor and weigh ingredients for cooking. They name shapes and talk about big and small in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate the world around them. They explore growing, cooking, floating and sinking. They use magnifying glasses and identify features of living things. They use simple tools and techniques to construct with a range of materials and resources. However there are few opportunities for more able children to develop their ICT skills. Children talk about their experiences and recall past events. Visits from the fireman and vet encourage their interest in the local environment.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently indoors and outdoors. They negotiate space successfully when crawling and climbing. They create their own balance beam to walk along when building with large blocks. They co-operate when jumping and decide whose turn is next. However some activities are missed through lack of time. Children are developing increasing control and co-ordination in using a variety of small and large equipment. Many show increasing competence with two-handed tasks such as sweeping up.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore a variety of materials, textures and colour. They make models, collage and paint. They enthusiastically join in with familiar songs although there is not always time for music. Children engage in imaginative and role-play based on their own experiences as well as creating stories with support from staff. They dress-up and organise tea parties. They create a boat from blocks. Children are developing confidence in expressing themselves and communicating their ideas.

**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**

- staff's understanding of the early learning goals to ensure planning is effectively linked to the stepping stones and activities provide challenges for all children in each of the areas of learning
- assessment to ensure it is linked to the stepping stones in each area of learning, used to plan for individual progression and enable activities to be delivered at the right level
- develop a system to review the provision for nursery education.

*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.*