



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY253150

DfES Number:

### INSPECTION DETAILS

Inspection Date	12/06/2003
Inspector Name	Alison Jane Williams

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	All Aboard Pre-School
Setting Address	70 The Ridings Portsmouth Hampshire PO2 0UF

### REGISTERED PROVIDER DETAILS

Name	The partnership of All Aboard Pre-School Ltd. 4548577
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### ORGANISATION DETAILS

Name	All Aboard Pre-School Ltd.
Address	70 The Ridings Portsmouth Hampshire PO2 0UF

## 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

All Aboard Pre-school, Hilsea, first opened in January, 2003. It is a registered Limited Company, Mrs Campbell and Mrs Wellstead are both Directors of the company and are jointly responsible for the management and day-to-day organisation of the provision.

The pre-school is based within the Scout Hall at The Ridings, Hilsea, Portsmouth and serves children from all surrounding areas. The Pre-school have use of 2 adjoining rooms with toilet facilities provided adjacent. The Pre-school is open term time only, Monday, Wednesday, Thursday, Friday, from 9.30am until 12 pm. The group is registered for 24 children each session aged from 2 years to under 5 years. It is the policy of the Pre-school to accept children from the age of 2 years 6 months. At the time of the inspection, 11 children were on the register, including 6 three year olds who are in receipt of funding. There are no funded four year olds on the register. None of the children has a recognised special educational need and one child speaks English as an additional language. At the time of the inspection, three members of staff were employed to work with the children. Two members of staff hold relevant early years qualifications.

### How good is the Day Care?

All Aboard Pre-school provides satisfactory care for children.

The pre-school leader and deputy are suitably qualified and experienced to care for children and have updated their knowledge and understanding in a variety of areas through training courses attended. However, effective procedures for appointing and vetting additional staff need to be put in place.

Policies and procedures are in place, which underpin the day to day running of the pre-school, and these are conformed to in practice. Most relevant documentation is in place. Space and resources are organised to meet children's needs effectively. The pre-school provides a warm and welcoming environment for all children, parents and carers.

Staff take reasonable steps to ensure children's safety, although their awareness of potential hazards within the premises and their ability to reduce risks needs improving. Areas for promoting the good health and hygiene of children are satisfactory. Staff, work with parents to meet the needs of children with special dietary requirements. Children are treated as individuals. Staff have a positive attitude towards caring for children with special needs and have an appropriate understanding of child protection issues and procedures.

Children take part in a stimulating and varied programme of activities. Children are actively involved in their learning and their understanding is extended through discussion. Suitable procedures are in place for managing children's behaviour.

Staff work in partnership with parents and they share information daily regarding the children. However, procedures to ensure that individual children's progress and development is recorded and shared with parents need to be put in place.

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

This is the first OFSTED inspection since the provision registered in January 2003

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

- Staff develop effective relationships with children and they play and interact with them appropriately (standard 3)
- Children have use of two large rooms and are able to move freely and confidently around the range of activities available. (standard 4)
- The Pre-school provides a varied selection of toys and equipment to support the needs of children attending. (standard 5)
- The Pre-school has written policies and procedures to protect children from illness and infection and these are conformed to in practice. (standard 7)
- Staff promote the welfare and development of the children in partnership with parents and other relevant agencies. (standard 9)
- Suitable strategies are in place for behaviour management, appropriate to the level of understanding and the ages and stages of development of all children, good behaviour is encouraged, children share and take turns well. (standard 11)

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

- procedures for appointing and vetting staff; (standard 1)
- awareness of potential hazards and staff's ability to reduce risks within the provision; (standard 6)
- procedures for ensuring all records relating to pre school activities are completed in appropriate detail;(standard 14)

- procedures for the recording and sharing with parents, individual children's progress and development.(standard 14)

### 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
1	ensure there are effective procedures in place for appointing and vetting additional staff
6	carry out a risk assessment on all areas of the premises, accessible to children and devise a written plan to minimise risks.
14	ensure that records of attendance, pre-existing injuries and accidents are completed in appropriate detail
14	ensure that individual children's progress and development is recorded and shared with parents
14	request written permission from parents for seeking emergency medical advice or treatment

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

### **How effective is the nursery education?**

All Aboard offers good provision which ensures children are making generally good progress towards the early learning goals. The next inspection will be in 3-4 years.

The quality of teaching is generally good. The staff's knowledge of the stepping stones and early learning goals is good, they plan activities which are linked to all areas of learning. They have a good understanding of how children learn, and ensure the activities meet individual needs.

The leadership and management of the group is generally good. The management partnership is newly formed; they are enthusiastic and committed to ongoing training. They have identified areas of the provision which need improvement and drawn up an action plan detailing their implementation. They have identified the need to set up formal arrangements to exchange information with parents about their child's progress.

The partnership with parents and carers is generally good. Parents are kept fully informed about the setting through regular newsletters and daily verbal exchanges with staff. They are encouraged to stay with their child until they have settled, and are encouraged to be involved in their child's learning by providing items for the interest table.

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

- Children's personal and social development is very good. They recognise the differing needs and abilities of others and are quick to offer help and support.
- Children are confident communicators, they are encouraged to develop their language and understanding through decision making and prediction.
- Staff have a good understanding of the early learning goals and how children learn, they ensure the activities meet individual needs.
- The management partnership is very enthusiastic, and committed to ongoing training to further their knowledge and understanding of child care issues.

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

- children's independent access to resources.
- opportunities for children to practice writing and counting skills in everyday situations.
- resources to develop children's physical development.

<b>What has improved since the last inspection?</b>
This is the first Inspection

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Provision for personal, social and emotional development is generally good. The children are encouraged to feel good about themselves and their achievements. They show concern for one another, are quick to offer help, work well independently and cooperate with one another in groups. They recognise the differing abilities of other children. However more able children have limited opportunities to develop their independence, for example by selecting and accessing resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The programme for communication, language and literacy is generally good. Children are recognising print carries meaning and linking sounds to letters. They are able to recognise and write their own name. Children are confident communicators, they are encouraged to develop their language and understanding through decision making and predictions. However children have limited opportunities to include writing skills in everyday activities, for example during role play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The programme for mathematics is generally good. Children are developing and using appropriate mathematical language in planned activities, for example the use of bigger than and smaller than. Children are able to count to and recognise numbers 1-8. However children have limited opportunities to practice their counting skills in everyday activities, for example at snack time counting out plates and cups.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The programme for knowledge and understanding of the world is generally good. Children are developing an awareness to, and an interest in, the natural world through planting and growing seeds. They have a good understanding of the passage of time, they are able to relate past events to current themes. However children have access to a limited range of resources which reflect and promote technology and other cultures.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Provision for physical development is generally good. Children are confident movers, they demonstrate an awareness to space through musical activities. Children have access to and are competent users of a range of small equipment and resources, for example scissors, glue sticks, pencils and paint brushes. However the children have a very limited access to outdoor activities and large play equipment.

<b>CREATIVE DEVELOPMENT</b>	
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Judgement:	Generally Good
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The programme for creative development is generally good. Children have access to a wide range of art and craft activities. They use their imagination to re create stories and every day scenarios, for example with story cards and the dolls house.
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<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- increase children's independent access to resources.
- increase opportunities for children to practice their writing and counting skills in everyday situations.
- increase children's access to resources which will enhance their physical development.

*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.*