



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY100478

DfES Number: 517454

### INSPECTION DETAILS

Inspection Date 20/11/2003  
Inspector Name Susan Marriott

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Aspley Guise Pre-School  
Setting Address Aspley Guise Pre School  
Spinney Lane  
Aspley Guise  
Bedfordshire  
MK17 8JT

### REGISTERED PROVIDER DETAILS

Name The Committee of Aspley Guise Pre School 1051424

### ORGANISATION DETAILS

Name Aspley Guise Pre School  
Address Spinney Lane  
Mount Pleasant  
Aspley Guise  
Bedfordshire  
MK17 8JT

## 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

Aspley Guise Pre-School opened over 25 years ago and relocated in September 2001 from the village hall to a dedicated mobile unit in the grounds of Aspley Guise Lower School. Children attend from the surrounding local area. The pre-school is a committee run sessional care facility which opens Mondays to Fridays from 09:15 to 11:45 and on Mondays to Thursdays from 12:45 to 15:15. during school term times only.

The group provide 18 places for children aged two years and six months to five years. This includes seven funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none speak English as an additional language.

There are six staff members who work on a rotational basis assisted by parent helpers. The pre-school leader is due to begin studying for a level three qualification in the new year and she is supported by two deputies who hold qualified teacher status and level three respectively. One assistant is working towards level three and the other two assistants are unqualified. The setting receives support from a teacher/mentor from the Early years Development and Childcare Partnership.

### How good is the Day Care?

Aspley Guise Pre-School offers good quality care for children. Many diverse role models are represented within the staff team who work very well together in this well supported group. The committee officers give guidance and support to the staff and ensures that the policies and procedures underpin the smooth running of the nursery. However, the complaints procedure requires minor amendment.

The pre-school makes good use of the accommodation to provide a stimulating range of activities for the children. The staff are proactive in health and safety issues, conduct risk assessments and take actions to ensure a safe environment for children. The setting has clear procedures to promote children's health and ensure that drinking water is always available during sessions. The nursery supports equal

opportunity for all children and ensures that learning about other cultures is regularly included in the programme of learning. Children's particular needs are met well, with patience and kindness by staff.

The staff plan a good range of indoor and outdoor activities and play opportunities which effectively promote children's learning and development. The staff interact well with the children and develop good relationships with them. The children behave well and respond positively to the expectations of staff.

The pre-school has good relationships with parents who value the service on offer. Information is shared appropriately within the keyworker system, to support the needs of the children.

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

Not applicable

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

- The experienced staff team are very well organised and plan a wide range of activities which the children enjoy. There are good relationships between the staff and children are able to express their feelings in appropriate ways.
- The staff have a good understanding of health and safety issues which ensures that children are well cared for.
- The staff provide very good support for children who may have special educational needs. The pre-school is willing to adapt its practice and to acquire specialist equipment to accommodate children with particular needs.

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

- information within the complaints procedure

#### **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
12	Include the telephone number of the regulator within the complaints procedure.

## 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 Aspley Guise Pre-School is of generally good quality overall. The children are making generally good progress towards the early learning goals and very good progress in personal, social and emotional development and knowledge and understanding of the world.

Teaching is generally good and encourages children to become independent learners by providing first hand experiences which build on and extend their interests. However, there is insufficient emphasis given to practical mathematical activities and role play scenarios are limited. The key strengths in many areas of learning are due to good quality interaction of staff when listening to and talking with the children. The staff have an increasing knowledge and understanding of the Foundation Stage and are relatively confident in planning the educational programme, although there are minor gaps in coverage of the six areas of learning. The new assessments of children's learning takes good account of the stepping stones and the staff are beginning to use them to inform planning effectively. Children behave very well and good support is available for children with special educational needs. Children concentrate well in group activities.

Leadership and management are very good. The committee chair takes a proactive part in the management of the group and ensures that good daily support is given to the staff team. The supervisor ensures that staff receive suitable training and is becoming skilled at evaluating the practice of the group.

The partnership with parents and carers is very good. Newsletters and an information board ensures that parents are well informed. They can talk to staff informally on a daily basis and can liaise with their child's keyworker. Many parents are actively involved in the running of the group to support their children's learning.

### What is being done well?

- Children are becoming independent learners. They learn to make choices and learn good self care skills. The staff support children well by giving clear explanations, make appropriate interventions and extend and develop children's play.
- Established routines incorporate learning. Creative activities are used to reinforce learning in other areas, especially literacy. Children have ample freedom to express their own original ideas through a wide range of media.
- The staff work well as a team and enjoy good support from an enthusiastic committee of parents who take an active interest in their children's education.

### What needs to be improved?

- the range of role play activities
- the emphasis given to mathematical activities

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

The setting was required to provide more opportunities for children to recognise and recreate mathematical patterns and to improve opportunities for children to select activities and resources following the previous inspection. The pre-school conducted a review of its practice upon the appointment of the new leader and has made generally good progress overall. Staff have adapted storage to ensure that children have access to materials and resources wherever practicable. Overall emphasis to practical ways of developing children's mathematical learning continues to require attention.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children select their own resources and develop good levels of independence through making choices about their learning. Children confidently express their needs and ideas and relationships are good. They become interested and involved in their play, which underpins their learning in many areas. Children develop good concentration skills on self chosen activities. Children's behaviour is generally good. Children develop a sense of community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children are keen communicators and engage easily in conversations with each other and adults. Children make marks and practice writing for a variety of purposes and develop language for thinking. Literacy activities are often appropriately linked to other areas of learning. Staff ensure that children learn to sit quietly for stories or group sessions. Children use the well stocked book corner and link sounds with letters. Role play lacks diversity.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Although staff are good at weaving basic mathematical language through play, little emphasis is given to learning through practical activities and counting. There are too few opportunities for children to develop their counting skills in practical contexts such as within the daily routines. They learn about size and shape through topic activities. Staff do not always use opportunities to extend more able children's individual understanding of problem solving, addition or subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and features of their environment through an interesting range of planned practical exploratory activities. The children build and construct using a wide range of objects, materials and tools. They enjoy talking with staff about past and present events in their own lives and those of others using small world play. There are regular opportunities to use the computer, technological toys and planned opportunities to learn about other cultures.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children have daily access to indoor and outdoor activities supported by good quality staff interaction. Opportunities for movement, climbing and balancing are provided and staff ensure that the tasks are developmentally appropriate for children. Children develop an awareness of space and enjoy using a wide range of resources, tools and equipment. Although health education is not regularly included in the planning, staff sometimes encourage children to notice change in bodies after activity.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children express their own ideas through well planned activities in two and three dimensions, often linked to other areas of work, especially literacy. Children are familiar with a wide variety of songs and rhymes but diverse provision for role play is somewhat limited. Insufficient priority is given to musical activities involving instruments. Children's imagination is suitably developed through regular sensory activities, movement, dance and music.

**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**

- extend the use of the home corner to include an increased range of role play scenarios
- give increased priority to maths on plans to ensure a greater diversity of activities to include counting and problem solving through practical means.

*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.*