



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY225466

DfES Number:

### INSPECTION DETAILS

Inspection Date	24/06/2003
Inspector Name	Diane Lynn Turner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fulford Pre-school
Setting Address	St Oswald's School Heslington Lane York YO10 4LX

### REGISTERED PROVIDER DETAILS

Name	Fulford Pre-school 1040544
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### ORGANISATION DETAILS

Name	Fulford Pre-school
Address	15 Anson Drive Fulford York North Yorkshire YO10 4LH

## 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

Fulford Pre School is a voluntary provision registered to provide sessional care. It has been established for over 25 years and has been operating from the current premises since September 2002.

It operates from a room within St Oswald's Primary school in Fulford, which is situated on the outskirts of York city centre.

The building is on one level. Toilet facilities are shared with the school and additional hand washing facilities are available in the play room.

Children have access to a secure outdoor area with equipment for outdoor use.

The pre school is currently open Monday to Friday from 08.45 to 11.45, Tuesday and Thursday from 13.00 to 15.00 and Monday 11.45 to 15.15 during term time only. A lunch club operates on Monday, Wednesday and Friday from 11.45 to 12.45. The pre school serves the local community and surrounding area.

There are currently 48 children on roll. This includes 14 four year olds and 20 three year olds who are in receipt of Early Education funding. There are no children currently attending who have special educational needs or whose first language is not English. Systems are in place to meet the specific needs of all children.

Children's learning is play based, working within the foundation stage curriculum.

The manager holds a level two qualification in childcare and is working towards a level three qualification, one member of staff is currently working towards a level two qualification and five are unqualified.

The pre school receives some support from the development workers at the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Fulford Pre School provides satisfactory care for children. A warm, welcoming and well maintained environment is provided where children feel safe and secure.

Staff develop positive relationships with the children. They are happy, settled and well behaved. All areas for promoting children's health and safety are met.

Staff provide a good range of interesting activities both inside and outside the pre-school to promote the development and learning of all ages attending. The environment is well organised and allows children to make choices, access their own resources and develop their independence.

There is a very good range of resources that staff use effectively to provide activities in all areas of learning. Staff support children's play well, encouraging them to talk and play imaginatively. However, the majority of staff are unqualified and inexperienced in some areas. The lack of training means that they do not have a firm knowledge of some areas of children's development and learning. They are not always able to effectively contribute to the monitoring of children's individual needs, or to assess and record their progress.

Staff have good relationships with the parents. They share information about the children and discuss activities daily. Most relevant paperwork is available and used consistently with all parents.

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

Since their registration inspection visit the group has improved the safety and security of the outside area by filling in the gaps at the base of the hedging with wire mesh. They have devised a written complaints procedure and child protection policy to keep parents and staff informed of these issues.

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

- Good staffing levels ensure children have good adult support to foster their development and learning. Staff work hard to produce a warm and welcoming environment. (Standard 2)
- Good use is made of the outside area. Children have access to a safe play area with a good range of equipment. Staff make use of the school grounds to enable children to learn about their environment. Regular outings are made to the nearby museum to develop children's understanding of the past. (Standard 4)
- Children are offered a good range of activities. Staff pay good attention to developing children's social, language and communication skills. They promote an enjoyment of reading through the very good range of books that is provided.
- They make particularly good use of time and resources to support freedom of choice for the children, as a result children are able to confidently select and access their own resources, particularly during creative activities. (Standard 3)

- Children have access to a good range of quality resources that are used effectively by staff to meet all areas of their development. (Standard 5)
- Staff work well alongside the children and have high expectations of their behaviour. This has a positive impact on the relationships in the group, encouraging children to share, take turns and demonstrate good manners. (Standard 11)
- The partnership with parents and carers is very good. Parents and staff have a friendly relationship. Information that parents receive is of good quality and varied. Parents are actively encouraged to be involved in their children's learning through both topic work and the ideas for activities in the newsletters. (Standard 12)

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

- staff's knowledge and understanding of child protection (Standard 13);
- documentation relating to parental consent in an emergency (Standard 14);
- number of qualified staff (Standard 2);
- qualification of the named deputy (Standard 2);
- the system for assessing and recording children's progress (Standard 3).

#### **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 must take the following actions by the date shown**

Std	Action	Date
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	27/06/2003
2	develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification	27/06/2003

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	develop a system that enables staff to be actively involved in the monitoring, assessing and recording of children's progress
13	develop all staff's knowledge and understanding of child protection issues
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?

Fulford Pre-School provides a happy and welcoming environment where children are keen to learn and make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff provide a good range of activities to help children learn. They give high priority to developing children's social, communication and language skills and make particularly good use of time and resources to support freedom of choice for the children.

The majority of staff are, however, unqualified and inexperienced and sometimes lack the knowledge to effectively promote children's learning.

Planning is not linked to the stepping stones and does not always detail the learning objectives of activities or how these will be extended for more able children.

Staff work well alongside the children and have high expectations of their behaviour. This has a positive impact on the relationships in the group. High priority is given to developing and encouraging children's personal independence and concentration skills.

There are currently no children attending with special needs or whose first language is not English, however, support systems are in place.

The leadership and management of the group is generally good. The manager has a strong commitment to ensuring children's safety and well being and to developing and improving practices. She is working towards developing all aspects of managing the relatively new staff team. The lack of qualified and experienced staff makes it difficult for the manager to delegate responsibility, particularly in regard to planning and the assessment process.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship. Information that parents receive is of good quality and varied. This is evident through the information booklet, newsletters and one to one contact with staff. Parents are regularly informed of their child's progress and achievements.

### What is being done well?

- Staff give high priority to children's personal, social and communication skills. As a result relationships are very good. Children settle well, initiate conversations and concentrate well during both large and small group activities.
- Staff provide excellent opportunities for children to make choices, select their own resources and use the skills they have developed, particularly fine motor skills.

- Very good opportunities are provided to promote children's creative development. They have access to a good range of materials which they explore and use imaginatively to produce pictures and models.
- Staff promote an enjoyment of reading through the good range of books that is provided. Children access the book corner independently. They use books correctly and handle them carefully. Staff provide regularly opportunities for group story time. Children are encouraged to contribute at these times and do so confidently.
- Staff have developed very good relationships with the children. They value children's work and show this by incorporating children's art work in the play room displays. This contributes to providing a warm and welcoming environment.
- Children's behaviour is very good. Staff have high expectations and encourage children's personal independence and concentration skills.
- Relationships with parents and carers is very good. Good quality information about the nursery and activities is provided.

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

- overall planning of the educational programme;
- staff qualifications and understanding of the foundation stage curriculum and assessment process.

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

Since the last inspection the pre-school has moved premises. This has improved the provision of outdoor play and large equipment to meet specific areas of children's physical development.

The programme to help children develop a knowledge and understanding of the world has improved.

Staff make good use of the surrounding area and school grounds to enable the children to learn about the environment, eg visiting the school pond. A computer has been purchased to help develop children's understanding of information technology and regular visits are made to the nearby museum to help children develop an understanding of the past.

Advice has been sought from the EYDCP in relation to the planning and assessment system. A new assessment system has been introduced but planning of the educational programme is still not linked to the stepping stones and does not always detail the learning objective for activities and how these will be extended for the more able children .

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They are keen and motivated to learn and work well both independently and in group activities. They settle well, have good relationships with adults and each other and confidently select and access their own resources. Their behaviour is very good. They share, take turns and demonstrate good manners. There are, however, limited opportunities for them to develop their independence skills at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication, language and literacy. They initiate conversation, enjoy listening to stories and know that print carries meaning. They have access to a very good range of books. Children are learning to recognise letters, sounds and words and most children can recognise their own name. They are confident in mark making, but there are limited opportunities for less able children to access their name cards to support their writing activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematical development. Most children can count confidently to 10 and many can count beyond this. They can recognise and correctly name a number of shapes and are beginning to use positional language. They use size language confidently. Opportunities are provided for the children to use number in everyday situations and for the more able ones to compare numbers and to use calculation, but this is not structured into the planning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in knowledge and understanding of the world. They have opportunities to explore and investigate a variety of materials. They show an interest in the world they live in, talk about the local environment and are developing an understanding of the past. They learn about different cultures and celebrate a variety of festivals. Their use of IT is developing well through the use of the group's computer, but this is not structured into the planning.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in physical development. They move confidently around the provision both indoors and outside, demonstrating good body control and an awareness of space. They use large equipment confidently and imaginatively. Their fine motor skills are developing well. They are able to use a range of small equipment confidently and effectively, eg scissors brushes and pencils There are, however, limited opportunities to learn about health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They can sing a number of songs from memory and enjoy taking part in movement activities. A range of musical instruments is available to enable them to explore sounds. They explore colour, shape, and texture through a variety of activities. They use their imagination to express and communicate their feelings through role play, using resources effectively to recreate a variety of experiences.

**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

- Review the planning process to ensure this is linked to the stepping stones, covers all aspects of physical development, includes details of the learning objective for all activities and how these will be extended to meet the needs of more able children, and includes children's use of the computer and number in everyday situations.
- Provide opportunities for children to develop their independence at snack time.
- Provide more opportunities for children to access their name cards to support the writing activities of those children not yet able to write their names independently.
- Develop staff's knowledge and understanding of the foundation stage to enable them to be fully involved in the planning, assessment and recording process.
- Develop the training programme to ensure there are sufficient suitably qualified staff.

*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.*