



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251573

DfES Number: 584593

### INSPECTION DETAILS

Inspection Date 01/12/2003  
Inspector Name Gillian Jefferson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Methodist Pre-School  
Setting Address The Methodist Church  
Bramford Road (North West)  
Ipswich  
Suffolk  
IP1 2NA

### REGISTERED PROVIDER DETAILS

Name The Committee of Methodist Pre-School

### ORGANISATION DETAILS

Name Methodist Pre-School  
Address The Methodist Church  
Bramford Road (North West)  
Ipswich  
Suffolk  
IP1 2NA

## 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

Methodist Pre-school opened in 1970. It operates from rooms within the Methodist Church Hall in Ipswich. The pre-school serves the local area and surrounding villages.

There are currently 36 children from 2 to 5 years on roll. There are no funded 4 year olds attending but includes 17 funded 3 year olds. Children attend for a variety of sessions. The setting supports a small number of children with special needs and who speak English as an additional language

The group opens four days a week during school term times. Sessions are from 09:15 until 11:45 on Monday, Tuesday, Thursday and Friday. A Wednesday session from 09:15 to 11:45 will start from January 2004.

Seven part time/full time staff work with the children. Three staff have early years qualifications to NVQ level 2 or 3. Another two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

### How good is the Day Care?

Methodist Pre-School provides a satisfactory standard of care for children.

The group is reasonably well organised and staff are currently involved in training to extend their knowledge of childcare, which will further enhance the provision. The rooms are clean, well presented and set up before the children arrive. A large selection of equipment is made available to the children each session and the group are looking to have an outdoor play area available in the near future which will support the children's physical development. All required documentation is in place, though some needs updating to reflect current practice or grouping for ease of reference.

Detailed information is gathered to help staff care for each child according to their individual needs, including those with special needs. Staff are vigilant of the children's safety and monitor access to the provision carefully. Drinks are readily available and a wide variety of snacks are used effectively to broaden the children's experience. The careful implementation of policies and procedures helps staff provide good quality care.

Children are involved in an interesting programme of activities that promote their learning in all areas. Staff skilfully interact and question the children to challenge them and encourage them towards taking the next steps in their development. The children's behaviour is very good.

Partnership with parents and carers is effective. Staff are approachable and welcoming and regularly share information. Parents and carers are encouraged to be involved in the pre-school and lots of supportive comments have been received.

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

At the time of the last inspection the group agreed to devise a registration system which is now in place and includes arrival and departure times. They now have a fire log book in place. Written permission has been obtained from parents/carers for children to go on outings; for emergency medical advice or treatment to be sought; and for the staff to administer medicine. A written record of medicines given is now kept. The sick children policy includes information about the exclusion of children who are ill or infectious and parents/carers are made aware of it. Significant behaviour incidents are now able to be recorded within the incident book. The written complaints procedure is now available for parents and includes Ofsted's contact details.

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

- The provision of a wide programme of interesting and worthwhile activities, that staff skilfully use to encourage the children's progress towards the early learning goals, through high quality interaction and questioning.
- The variety of toys equipment and resources available to the children, that promotes their balanced development in all areas of learning.
- The children's access to drinks and the variety of snacks offered that help expand the children's knowledge of different cultures.
- Support for children with special needs enabling all children to feel included and appropriately focussed and challenged to promote their development.
- Partnership with parents and carers, enhanced through the "friendly and caring" approach of staff, as evidenced from comments from parents and carers during the inspection and from questionnaires returned to Ofsted.

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

- Organisation of the Operational Plan to enable it to be used effectively as a reference document.
- Detail within some policies and procedures to reflect current practice within the group.

### 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
14	Review Operational plan and policies and procedures in line with current practice, ensuring they are readily accessible and usable as a reference document. (This particularly refers to lost children policy, induction procedures, daily routine, fire certificates, behaviour policy, and child protection policy)

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

### How effective is the nursery education?

The provision of nursery education at Methodist Pre-School is of good quality. This enables the children to make very good progress in personal, social and emotional development and in their communication language and literacy, and generally good progress in all other areas.

The quality of teaching is generally good. A broad and interesting programme of worthwhile activities is provided for the promotion of the children's learning in almost all areas. However there are fewer chances for children to develop their skills in movement and music. Staff skilfully question the children and model appropriate behaviour and involvement in activities. The planning system has recently been reviewed and implemented and although sound, it does not yet focus staff on maximising activities to extend the children's learning and ensure a balance across all six areas of learning. The assessment documents are linked to the stepping stones and early learning goals, but are not yet used to inform the planning.

Leadership and management are generally good. Good teamwork within the staff team supports this and the staff's commitment to improving the provision is evident. The groups continued review of the planning and assessment will help them monitor their provision more effectively and address any weaknesses highlighted.

Partnership with parents and carers is generally good. They are encouraged to be involved in their children's learning and have access to their children's records, though the information they receive about their children's progress towards the early learning goals requires a little more clarity. They receive regular verbal feedback.

### What is being done well?

- Staff give priority to children's progress in personal, social and emotional development and their skills in language, communication and literacy.
- Children develop good relationships, are well behaved and work well together.
- Children use language confidently, actively enjoy books and stories, and develop sound early writing skills.
- Children are involved in a broad programme of worthwhile activities that encourage their development across the six areas of learning.
- Staff interact well with the children to promote their learning through questioning and support their development of good behaviour through modelling.
- The commitment and teamwork of staff to organise the learning environment to foster the children's interest and learning.

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

- Implementation of the new planning and assessment records and the development of the links between them to help the children's development and enable the group to effectively monitor their balanced provision for activities across all six area of learning.
- Detail within the short term planning to highlight the intended learning to support the staff and volunteers in maximising the children's development.
- Children's everyday access to opportunities to promote their development in movement and music.

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

Methodist Pre-School has made generally good progress in its educational provision since the last inspection.

Children have daily opportunities to raise their understanding of their own and other cultures, though this is not yet clearly stated within the new planning.

Children are now involved in a weekly session to promote their physical skills, particularly for balancing and climbing, though inclusion daily would still extend this further, which the group hope to do with the addition of an outside play area in 2004.

Children also have weekly chance to use musical instruments and learn songs to develop their sense of rhythm and tone, though this too would benefit from daily opportunity.

Staff questioning is now of high quality and the group are developing their use of assessment to inform the planning to promote the children's development towards the next steps. Parents are also encouraged to be involved in their children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop a high level of confidence and are keen learners, actively involved in new and familiar activities. As the more able continue to develop they may require more challenge to enhance their independence. The children are very well behaved and learn from the example set by staff. They develop strong relationships and cooperate well with one another.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident communicators and use their language to support their thinking and learning in other areas. The children enjoy books and reading and readily use the book corner. Staff teaching helps them develop the links between sounds and letters and they are encouraged to match sounds within everyday activities. Children regularly participate in activities that help them develop sound mark making and early writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children count readily within everyday activities and regularly use numbers for counting and as labels within the role play and other activities. Evidence of calculation and measure within the new planning is more limited, though it is still in its early stages of development. Children confidently refer to shapes within their environment and use positional language freely.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are involved in a programme of worthwhile experiences that promotes their knowledge and understanding of the world. They explore and investigate readily. They develop good design and making skills, especially with the construction equipment. They learn about different cultures and beliefs though the full extent of this is not reflected within the planning. Children are increasingly involved in developing their skills in information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop a high level of hand-eye coordination through their extensive involvement in using a wide variety of tools and equipment and in manipulating different materials. Although weekly opportunities for large physical movement are provided on a rotational basis, this should be extended so children do not miss out on developing in this area. Children do however move freely around the room through each session with an increasing level of control.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children acquire a broad variety of skills in exploring media and materials and in responding to experiences. Staff readily support them in expressing and communicating their ideas in a variety of ways. Music is not yet used readily each session to encourage the children's development and confidence in learning songs and rhymes. Children demonstrate a high level of imagination through their role play and artwork though seasonal creative work is often adult lead.

**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**

- Continue to implement the new planning and assessment records and develop the links between them to help the children's development and enable the balance of the programme across all six areas of learning to be effectively monitored.
- Expand the detail within the short term planning to highlight the intended learning to support the staff and volunteers in maximising the children's development.
- Extend the children's everyday access to opportunities that promote their development in movement and music.

*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.*