



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221894

DfES Number: 518556

### INSPECTION DETAILS

Inspection Date 25/02/2004  
Inspector Name Susan Patricia Foulger

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Isleham Pre-School  
Setting Address 3A Malting Lane  
Isleham  
Ely  
Cambridgeshire  
CB7 5RZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Isleham Under Fives Association 294978

### ORGANISATION DETAILS

Name Isleham Under Fives Association  
Address 3 Malting Lane  
Isleham  
Ely  
Cambridgeshire  
CB7 5RZ

## 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

Isleham pre-school is committee run and opened over 20 years ago. It operates from a mobile classroom in the grounds of the primary school in the village of Isleham. It serves the local area.

There are currently 43 children on roll. This includes 11 funded three year olds and 15 four year olds. Children attend for a variety of sessions. The setting supports a number of children with special needs. None speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 9.00 a.m. to 11.30 a.m. and 12.40 a.m. to 3.10 p.m. most days.

Five staff work with the children. All have, or are working towards, early years qualifications.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Isleham Pre-school is a committee run group and provides a satisfactory standard of care for children aged two years nine months to five years.

The pre-school environment is warm and welcoming and the premises, although showing signs of age, are clean and well maintained.

Staff work well together and the children are happy, settled and confident. Most adults are very experienced and are confident in their handling of the children, so there are few problems with behaviour.

The quality of care and learning for children is very good. The pre-school is well equipped and children are able to select many of their own toys thus encouraging

self confidence and initiative. Independence is nurtured and the children are offered varied activities and experiences that enable them to make choices and develop their language, mathematics, knowledge, skills and understanding.

Health and safety practices are effective and the children are well protected at all times. Child protection procedures are in place.

Snacks are nutritious and varied and occasionally include food from other cultures to expand the children's experience.

Relationships with parents are strong and they are kept informed and involved in the pre-school in a variety of ways.

The overall organisation of the pre-school is effective and policies and statements are in place which the pre-school follows. However, some of these need updating and greater attention must be paid to the National Standards so that all the requirements in each standard are met.

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

At the last inspection in 2002, the pre-school was to create a policy for sick children, revise the information sheet about the pre-school, and keep staff records. They were also asked to make safe the railings surrounding the ramp area. The pre-school have responded well to the actions imposed on them and have completed them all.

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

- The day to day running of the pre-school is effective and there is a comprehensive operational plan which the pre-school follows. Policies are viewed as working documents.
- The staff's relationship with the children is excellent. The pre-school provides a range of toys and resources which meet each child's individual needs and promotes their self-esteem. Children are happy and confident in their care and the staff are good role models.
- The quality of care and learning for children is good. The pre-school is well equipped and children are able to select their own toys. A strength of the pre-school is the well presented free play session where the children are offered high quality activities and experiences. This enables them to make choices, develop their knowledge and skills and is fostering confidence.
- Space is well organised so, because the mobile is not very big, good use is of the outside area all year round. Children can choose to be in or out at most times unless it is raining.
- Behaviour is managed consistently and fairly. Explanations are always given and praise and encouragement is used at all times. Children are encouraged to share and be kind to each other and they are clear what the expectations are of their behaviour. Parents are involved if there are any problems and solutions worked out together.

- Staff are keen to promote equal opportunities and resources are meaningful. All children are included and their differences thought about, acknowledged and valued. As a result children learn to respect differences and are encouraged to have positive attitudes to each other.
- Parents are well informed about the provision through newsletters, the notice board and termly reports on their children. Parents feel welcome and comfortable with the staff and are complimentary of the care their children are getting.

#### What needs to be improved?

- the recording of visitors
- the complaints procedure
- knowledge and adherence to the requirements of the National Standards
- policies and procedures.

#### 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	Provide a statement of procedure to be followed in the event of a child becoming lost	12/03/2004
7	request written permission from parents for seeking emergency medical advice or treatment	12/03/2004

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

Std	Recommendation
2	Implement a more informative method of recording visitors to the

	pre-school.
12	Amend the complaints procedure to include Ofsted contact details and to correct the paragraph which refers to Social Services as the registering authority
14	Ensure that the pre-school committee and staff adhere to the requirements of the National Standards in relation to Sessional Care

## 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 Isleham Pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is good. Themes encompass the early learning goals which are reflected throughout. However plans are not always clear. Staff make meaningful assessments that identify children's progress. They provides opportunities for children to think and to demonstrate what they know and understand. They take account of the children's different levels of attainment and plan accordingly. They challenge and encourage the children to question, think and find solutions. Staff know their children very well, positive behaviour strategies are used and good behaviour is valued and encouraged. Relationships are warm and trusting and children are confident and outgoing.

The pre-school use toys and materials which reflect diversity and offer strong support for children with special needs.

Leadership and management of the pre-school is generally effective. Training needs are identified and there is an ongoing training programme for all staff. The operational plan works well and is reflected well in the day to day running.

The pre-school has excellent relationships with the parents and carers. Information is provided through newsletters, the notice board, and termly written reports showing their child's progress. Parents are seen as the first educators of their children and involved accordingly. Communication both formal and informal is very effective.

### What is being done well?

- The free play session is well organised and presents the children with a wide variety of activities, which combined with appropriate adult input, keeps them interested.
- Use of indoor and outdoor space throughout the session provides greater choice for the children.
- Early learning goals are evenly balanced throughout day to day activities and well covered.
- Children with special needs are welcomed and well catered for.
- The style of teaching is very appropriate; children respond well and they are confident and outgoing.

### What needs to be improved?

- Staff Appraisals
- Plans so that they clearer and easier to evaluate

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

At the last inspection it was thought that there was insufficient guidance in curriculum planning to extend the children's awareness of the diversity of other cultural traditions and religions in our society. The pre-school's long and short term plans now include a wider range of cultures and parents have been involved where possible. Staff have completed an "Acknowledging Cultures" course.

The other point for development that was highlighted was that in situations of bad behaviour, children were sometimes chastised by members of staff without any explanation given. Since the inspection in 1999, staff have attended courses 'Behaviour management' and 'Managing positive behaviour'. The behaviour policy was reviewed but it was not felt that any changes needed to be made. Behaviour issues are also discussed at staff meetings if necessary.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form strong relationships with adults and each other. They are confident, happy and settled. Independence is fostered. E.g. they collect snacks, pour drinks, visit the toilet and help to clear up their toys. They are encouraged to explore their feelings, learn to take turns and share. They develop good concentration skills and adults help and support their play appropriately. Behaviour is very good. They are discovering a sense of community through learning about the village.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak out confidently in large and small groups. They listen, join in and respond with enjoyment to stories and rhymes. They enjoy using the chalk and writing boards in the free play session and are beginning to write recognisable letters. Using Letterland and their names, children are able to link sounds to letters. They use books spontaneously and frequently visit the book corner. They understand that print is read from left to right and are encouraged to explore words and texts.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to use number throughout the session and across all activities. They count, can do simple calculations and recognise numerals up to and over 10. They are frequently asked to use language to compare numbers, shape, position, size and quantity. E.g. in the weighing activity during the free play session. Number rhymes are used in circle times. Opportunities for mathematical development are woven through planned themes such as 'Shape'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in a varied selection of activities and topics which helps them to explore and investigate their own world and other cultures. Walks to the church, the Priory and park encourage them to look at nature and explore the past. Visitors introduce them to animals, other cultures and different roles, such as the dentist, pilot and firefighter. Building on their interests they are able to design, build and construct using a range of materials and tools.



## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

The pre-school see physical development as of prime importance. As the outside area is made available throughout most of the session there are many opportunities for balancing, climbing, and control. Visits and walks expand their skills in other venues. Games encouraging motor control and allow them to experience a broad range of activities to promote their physical well being. At the same time, children handle tools and equipment with increasing confidence, for example, through woodworking.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are given valuable opportunities to explore texture, colour and shape in 2 and 3 dimensions through a range of planned and free activities where they can develop their imaginations and creativity. They enjoy role play and are encourage to express their feelings. E.g. the 'feelings' chart can show the children how everyone in the group is feels. They have chances to express themselves through the imaginative use of musical instruments and they are developing a good sense of rhythm.

**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**

- Show how the pre-school will introduce an effective appraisal system.
- Consider how written plans could be simplified and made clearer.

*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.*