



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY285154

DfES Number: 542043

### INSPECTION DETAILS

Inspection Date 20/07/2004  
Inspector Name Michael Collins

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Widewell RN Preschool  
Setting Address 1 Tiverton Close  
Widewell  
Plymouth  
Devon  
PL6 7EN

### REGISTERED PROVIDER DETAILS

Name Royal Naval Pre School Learning Organisation

### ORGANISATION DETAILS

Name Royal Naval Pre School Learning Organisation  
Address Naval Area Community Office  
Crownhill Fort Road  
Plymouth  
Devon  
PL6 5BX

## 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

Widewell Royal Naval Pre-school has recently re-opened in new premises. The group serves the local community, which includes many service families.

The group is open from 09:05 until 11:50, Monday to Friday, during term time. From October 2004, they will also be running a session for two-year-old children, from 12:30 until 15:00 on Tuesdays and Thursdays. There are currently 15 children on roll, including six funded three-year-olds and four funded four-year-olds. The pre-school supports two children for whom English is an additional language and children with identified special educational needs.

The group is one of a number for which the Royal Navy has responsibility, and is overseen by an area supervisor. Three members of staff are employed. The playleader holds an NVQ 3, as does one assistant. The third member of staff is currently working towards an NVQ 2. The group receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Widewell Royal Naval Pre-school provides good quality care for children. A team of well-qualified adults work with the children. They are led by a recently appointed play leader who makes good use of her wealth of experience to encourage staff to give of their best. She has not yet had time to fully delegate roles and responsibilities; nevertheless, the group are well organised, using space, time and resources to create a stimulating learning environment. Documentation is in very good order. Children are safe and well cared for in an environment where adults take all necessary steps to minimise hazards. Children's good health is well promoted, and staff are vigilant about hygiene. Snack includes many healthy items. Children are also secure in the care of adults who are clear about their child protection responsibilities. Children enjoy a varied and interesting programme, as well as accessing skilled support for any activities they initiate themselves. The group has a proactive approach to inclusion, and children with special educational needs are

very well supported. Staff provide children with positive role models for their behaviour. Parents are given good quality information about the work of the group and their child's progress, and are also given meaningful opportunities to be involved in their child's learning, through the book bag scheme and other approaches.

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

Not applicable.

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

- Adults are particularly skilled at entering into children's worlds, and facilitating child initiated play.
- Children can easily access a wide range of resources, and make good use of a thoughtfully organised learning environment.
- Staff are vigilant about children's welfare; they supervise well, risk assess regularly, and frequently rehearse fire safety procedures.
- Adults use very effective behaviour management strategies.
- Documentation and record keeping systems are accessible and comprehensive.

#### **An aspect of outstanding practice:**

The play leader is also the member of staff charge with responsibility for children with special educational needs. She is particularly skilled in carrying out this role, giving children with a wide variety of needs excellent support; she ensures that these children have every opportunity to participate fully in the session and to make progress in their learning. (Standard 10)

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

- the further delegation of roles and responsibilities across the whole staff team.

#### **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
2	Further distribute roles and responsibilities across the whole staff team.

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

### How effective is the nursery education?

Widewell Royal Naval Pre-school provides high quality nursery provision with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a substantial knowledge of the Foundation Stage curriculum. Planning is therefore balanced and carefully structured to provide a very broad and interesting range of activities. Planning is also well shared amongst all practitioners, which allows them to have a very clear focus for every activity they are involved in. Space and resources are very well organised, and the impact of current imbalances in the delegation of responsibilities across the team is modest. Staff are particularly skilled at entering into children's worlds and providing an appropriate level of guidance to ensure that children make the most of self selected activities. Staff give praise and encouragement meaningfully, and manage behaviour well. They also succeed in making very good use of their observations of individual children's progress in order to set appropriate challenges for all children.

The leadership and management of the group is very good. The enthusiastic team are led by an experienced and reflective practitioner, who is able to encourage staff to evaluate their own practice in useful ways. All are given strong support for their ongoing professional development.

The partnership with parents is very good. Comprehensive information about the work of the group is easily accessed by parents. They also receive regular feedback about their child's progress, and through the book bag system and other approaches, are given opportunities to be meaningfully involved in their child's learning.

### What is being done well?

- Children are encouraged to direct their own learning by making choices; they respond well, and are skilfully supported by adults who are confident enough to move away from planning, where appropriate, to engage individual children's particular interests.
- All adults recognise the importance of consolidating children's learning in the area of communication, language and literacy, and as a result, even the youngest children are making very good progress in this area.
- Children are given many opportunities to build upon their mathematical knowledge by adults who make very good use of planned and spontaneous activities to reaffirm prior learning.
- Children show genuine curiosity about the world around them and how things work; this curiosity is fostered by adults who plan a very good programme of

activities in this area.

- The team is led by a well respected, knowledgeable and reflective practitioner who encourages the team to give of their best and avoid complacency.
- Children behave well, and those with special educational needs are given every opportunity to integrate with others and be fully included in activities.

**What needs to be improved?**

- the further sharing of some tasks, such as working with parents and the completion of assessments, across the whole staff team.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to participate in activities and sustain their concentration for significant periods of time. They enjoy contributing to large group tasks such as the daily calendar and weather board. They are proud of their achievements and respond well to the praise and encouragement they receive from staff. Children play co-operatively and behave well, willingly taking turns and helping with tidy up time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident conversationalists with fast growing vocabularies. They listen well at story time, and make good independent use of the book corner. Children are making particularly good progress at recognising letters and sounds both in communication with adults and in print, as a result of skilled and regular teaching in this area. They also make good use of writing materials at each session, with many children now able to write their names unaided using correctly formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters, with many children well able to count beyond 20. They access very regular activities that encourage their familiarity with number, as well as activities that encourage them to solve simple mathematical problems. As a result, children will volunteer solutions spontaneously, for example, stating how many pieces of toast they have left after eating one or two. Children are also accurate in their use of comparative language such as 'bigger' and 'smaller'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy a particularly exciting range of activities that promote their understanding of the world around them, both natural and man made. They are skilled designers, spontaneously making crowns and rockets to support their imaginative play. Children also have many opportunities to develop an appreciation of other cultures, through music, food and language. They can talk about their day and the passage of time, and can identify features of their homes and the local environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children can control and co-ordinate their bodies with increasing dexterity, showing a clear awareness of others as they move around the room, or cycle outside. They have many opportunities to practice fine motor skills such as writing, cutting and sticking and are making good progress as a result. Children also have a growing awareness of their bodies, spontaneously discussing doing exercise to make their bones and muscles grow, and washing their hands before snack with little prompting.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy exploring media and materials, and can describe these experiences accurately. They also enjoy singing and the very regular opportunities to use musical instruments. Children use their imaginations to the full, frequently initiating extended role plays, such as travelling to the moon or riding on the bus. They can also express their ideas clearly in an environment where adults respond quickly to requests for support with activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, however consideration should be given to improving the following;
- further share tasks, such as working with parents and the completion of assessments, across the whole staff team.

*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.*