



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY279985

DfES Number:

### INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	John Edwin Warren

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Jubilee Pre-School
Setting Address	The Trinity Centre Maldon Road Wallington Surrey SM6 8BL

### REGISTERED PROVIDER DETAILS

Name	The partnership of The Jubilee Pre-School
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### ORGANISATION DETAILS

Name	The Jubilee Pre-School
Address	Maldon Road Wallington Surrey SM6 8BL

## 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

The Jubilee pre-school operates from the Trinity centre in Wallington Surrey. The group runs from the main hall in the centre but also has access to one of the church crèche rooms to work with older children. children also have access to a large patio garden area. The group serves the local community and offers 20 places for children between two and five years of these 12 maybe under 3 years. There is disabled access into the building and toilet facilities for the disabled. There are four employed staff and two regular volunteers. The group is open from 09:30 until 12:00 Monday, Tuesday, Wednesday and Friday.

The group is in receipt of funding for three and four year olds.

### How good is the Day Care?

Jubilee pre-school offers a satisfactory standard of care overall.

The physical environment is organised well. Children are able to move freely between activities inside and in the outdoor areas. However, the organisation of the running of the pre-school does not allow for flexibility or define specific roles and responsibilities for staff. There is a good range and quantity of equipment that is able to meet the needs of children across the age range. Most of the required documentation is in place, however there is no written policy on action to take if a child is lost, but when questioned staff are able to verbalise appropriate response.

Accident and medication logs are kept clearly and up to date. Staff have attended child protection training and are clear on the procedures if they have concerns. Snack times are very good, children are able to help themselves and increase they independence skills. The premises are well maintained and staff make some risk assessments. However the temperature of the water at the centre and the nappy disposal facilities do not meet environmental health recommendations.

Staff are caring in their interaction with the children and are aware of their individual developmental stage. Thematic work is of interest to the children and there are good

discussions with children in relation to the project. Activities provided for the children are suitable, however the rigidity of the programme does not always provide a sufficient challenge or expectations maybe too high. There is a clear equal opportunities policy in place and many festivals that reflect positive images of our multicultural society are carried out well. There is a total inclusion policy and staff are very knowledgeable on working with children with special needs. Many training sessions are attended on this subject. Behaviour management is good, staff praise the children.

There is a parental notice board and information to helpers provided.

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

Not applicable

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

- Staff are very caring towards the children and offer them a lot of praise and encouragement.
- Behaviour is managed well. Children play co-operatively and are encouraged to solve their own simple disputes.
- There is a good range and quantity of equipment that is appropriate for children across the age range.

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

- the operational plan.
- the policy on a lost child.
- environmental health recommendations relating to water temperature and nappy disposal.
- flexibility of the activity programme.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 there has been one complaint relating to National Standard 11: Behaviour Management. It referred to the pre-school staff failing to deal with the challenging behaviour of one child. Ofsted made an unannounced visit. The play leader agreed to log the incident and discuss with the staff team suitable behaviour management techniques. There was no evidence that Standard 11 had been breached. The pre-school remains qualified for registration.

**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 operational plan, that includes how staff are deployed and their responsibilities.	01/03/2005
2	Develop and implement a lost child policy	01/03/2005
6	Ensure that the environmental health officer's recommendations are met in relation to the temperature of the water and nappy changing facilities and disposal	01/03/2005

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

Std	Recommendation
3	Ensure the programme of activities are flexible enough to meet the needs of all the children.

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

### How effective is the nursery education?

Jubilee Pre-School provides acceptable quality nursery education, but has significant areas for improvement. The children's progress towards the early learning goals is limited by significant weaknesses, except in personal, social and emotional development where they are making generally good progress.

The quality of teaching has significant weaknesses. Whilst staff are sound in their knowledge of the early learning goals and plan an interesting curriculum, the organisation of how the curriculum is delivered is too rigid and does not always consider the needs of older and more able children. The curriculum is planned on a five week cycle, with mostly the same activities and resources provided daily for a week. Children's progress and development towards the early learning goals is not effectively and consistently monitored and steps to help children progress further are not clearly identified. Staff are kind and caring in their approach and respond to children's questions with effective outcomes, but do not always initiate opportunities to extend children's knowledge and skills. Children are confident and interested in learning, play co-operatively together and are developing personal independence.

Leadership and management has significant weaknesses. Staff are joint leaders. With one exception, there are no identified roles of responsibility. However, the team are committed to improvement and are developing a clear vision for the future.

Partnership with parents is generally good, but is weakened by the lack of available information to explain the foundation stage curriculum and parents' knowledge of what children's individual next steps for learning are. Coffee mornings provide opportunities for most parents to discuss children's progress. These are supported with yearly reports and information of curriculum plans. Staff are welcoming and approachable and encourage parents to contribute their skills and customs.

### What is being done well?

- Staff's friendly approach to parents encourages them to share their skills, customs and knowledge. The two monthly newsletter keeps them informed of recent and forthcoming events and the parents notice board displays current curriculum and activity plans.
- The long term curriculum plans detail an interesting variety of topics and learning intentions and are clearly linked to the early learning goals.
- The organisation of snack time is well established and positively encourages independence and decision making skills. The children decide when they are ready to stop playing, record their attendance by identifying and removing their name from the board, place it in a box and proceed to practice their self care by pouring their own drinks from a jug.

- The children have warm relationships with specific staff and when these staff are based at an activity or engage themselves in play and conversation, children's interest and motivation to learning heightens and they become inquisitive and highly responsive.
- Planned visits from professional people support children's learning of the roles people play in their community.
- Play resources are of good quality, in particular role play resources which include programmable equipment, such as cash tills, calculators, hoovers, hairdryers, play food etc, which enhances opportunities for make believe play.

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

- the organisation of how the curriculum is delivered each week, plans to ensure older and more able children are sufficiently challenged and in particular, provision for outdoor play
- the systems for monitoring and assessing children's progress towards the early learning goals and parents knowledge and understanding of this
- staff's understanding of how to exploit opportunities to enhance children's learning and development through spontaneous play intervention and ability to adapt activities to meet children's individual needs
- opportunities for children to select their own resources and design and create independently
- the organisation of leadership roles and responsibilities.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children share toys willingly, play co-operatively together and consistently use "please" and "thank you". Children decide when they are ready for a drink and snack and independently help themselves, but they can only choose between play activities decided by staff, which are not always adapted to meet individual needs. Children are happy and interested in learning, enjoy finding out about the roles people play in the community and become particularly enthused when staff join in play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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When the grouping of ages is well organised, story and discussion times are highly effective and children concentrate and contribute with enthusiasm. Children routinely find their name on the board to acknowledge their visit to the snack table, where they are also encouraged to link the first letter of their name to its sound. Some pens and paper are provided in role play, but opportunities to encourage this, extend to other activities and to promote awareness of print are missed by staff.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children count reliably, older children well into double figures. They learn to recognise numerals 1 to 10, but more able children are not always helped to progress further. They learn to name basic flat shapes. Whilst resources provide good opportunities to challenge more able children, particularly with problem solving, i.e. calculation, weights, measure and capacity, these are not fully exploited by staff.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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"Hands on" experiences help children to learn about the roles people play in the community, they walk to the sorting office to collect parcels, listen with interest to the visiting policeman and celebrate different festivals. Children learn about hibernating animals and participate in seasonal topics, but opportunities to explore the natural world throughout the year are missed. Children enjoy working programmable cash tills and toasters, but do not use real tools.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are given the opportunity to use the climbing and balancing apparatus, bikes, bats and balls etc, however these are limited to one week in five. Children have fun crawling backwards and forwards through tunnels and jump confidently on the trampoline. Planned topics and the snack table's pictorial hand washing reminders, ensure children understand the importance of good hygiene. Children use some small tools in adult led creative activities.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
A good range of resources enable children to act out practical life experiences, such as making breakfast, hairdressing, shopping etc. They pretend to play the trombone, sing with enthusiasm in music and movement activities and are beginning to experiment with different instrumental sounds. Experimentation with colour, malleable resources and independent design is restricted by the organisation of planning, but when opportunities are provided, children's enthusiasm is evident.	

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- define the lines of managerial responsibility, giving particular consideration to introducing a rigorous system for monitoring and evaluating the quality of teaching and monitoring the effectiveness of curriculum planning
- improve children's assessment records to ensure; progress and development is effectively and consistently monitored, and next steps for learning are identified
- improve partnership with parents by; ensuring they understand the early learning goals, how their child is progressing and his/her next steps for learning
- improve curriculum planning by providing more varied play and learning opportunities throughout the week, which allow for children to create and design independently
- consider ways to improve the use of the outdoor play area.

*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.*