



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 145836

DfES Number: 521963

### INSPECTION DETAILS

Inspection Date 07/05/2004  
Inspector Name Jan Healy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Shaw and Whitley Pre School  
Setting Address The Beeches  
Shaw  
Melksham  
Wiltshire  
SN12 8EW

### REGISTERED PROVIDER DETAILS

Name The Committee of Shaw and Whitley Pre School

### ORGANISATION DETAILS

Name Shaw and Whitley Pre School  
Address Shaw and Whitley Pre School  
The Beeches  
Shaw  
Melksham  
SN12 8EW

## 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

Shaw and Whitley Pre-School opened in 1979. It operates from a village hall in the village of Shaw. Children have access to a playroom, two toilets and a reception area. The group serve the local villages and the town of Melksham.

There are currently 24 children on roll, including five funded three year old children, and nine funded four year old children. Staff support children who have special needs.

The group opens Monday, Tuesday, Thursday and Friday, from 09:15 to 15:00, term time, caring for children aged 2 to 5 years.

There are six staff who work with the children, of which five work part-time. Four staff are currently working towards a qualification in early childhood education.

### How good is the Day Care?

Shaw and Whitley Pre-School provide satisfactory care for children.

Children are under direct supervision at all times. There is a safe and effective procedure for the arrival and departure of children, and staff ensure children leave with named adults. However, the registration system does not contain the time of staff arrival and departure. Space is used appropriately and children are provided privacy when needed. Resources reflect anti-discriminatory practice. All regulatory documentation is maintained.

Safety is paramount, and proper precautions are taken to prevent accidents. Appropriate measures are taken to prevent the spread of infection. Drinks are provided regularly, and staff comply with dietary requirements. Plans include how all children will be included. Staff work closely with both parents and outside agencies, to ensure consistency and the progress of children's development. Staff are aware of the procedure to take, if they have a concern about a child, however, they are unaware of the procedure to take, if an allegation of abuse was made about

themselves or about a volunteer.

Children are able to express their creative freedom. Staff are consistent in their behaviour management strategies, and work in partnership with parents to help build good relations with their child.

Parents are informed of their child's progress, and meetings are held, giving opportunities to parents, to meet their child's key worker and to discuss any concerns. There is a complaints procedure in place, but does contain Ofsted's telephone number.

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

At the last inspection, staff were requested to produce a plan, to show how the leader, deputy and staff were to gain a qualification in early years. A plan has now been written, and staff are currently on a training programme. Staff were requested to ensure records were maintained, about the vehicles in which children were transported on outings. Upon discussion it was clear, that staff do not use their own vehicles, as either a coach is hired, or children walk.

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

- Appropriate measures are taken to prevent the spread of infection, which promotes the good health of children.
- Staff work closely with both parents and outside agencies, to ensure the consistency and progress of children 's development. Staff are proactive in taking appropriate action when a child is identified with a special need.
- All regulatory documentation is maintained, ensuring that records are updated, are available for inspection and are stored securely and confidentially.

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

- Staff time of arrival and departure, to enhance the registration system
- Ofsted's telephone number on the complaints procedure, so parents are able to make a complaint anonymously
- Procedure to take in the event of an allegation of abuse being made about a member of staff or volunteer, to ensure the correct procedure is taken.

#### **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
2	ensure the registration system contains the time of staff arrival and departure
12	ensure the complaints procedure contains Ofsted's telephone number
13	ensure staff are made aware of the procedure to take in the event of an allegation of abuse being made about themselves or a volunteer.

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

### How effective is the nursery education?

Shaw and Whitley Pre-School provides generally good quality nursery education overall, which enables children to make generally good progress towards all the early learning goals.

The quality of teaching is generally good. Staff share a warm and affectionate relationship with the children in their care and work directly with them much of the time. Consistency of behaviour is encouraged and there is an agreement between acceptable and unacceptable behaviour, which is put into practice. Children are provided responsibility to boost their confidence, but behaviour can deteriorate due to a lack of physical activity. All staff are involved in the writing of plans, which are in place but not all activities take place. Staff understand the Curriculum guidance for the foundation stage, but do not always have a clear grasp of what they are hoping children will achieve. Children generally lack independence. Staff work with parents and outside agencies to aid children with a special needs. Children are provided privacy when needed and specialist equipment is sought to progress their development.

Leadership and Management is generally good. Staff have good working relationships with each other and show respect towards the leader. Staff improve their learning through training and by learning from each other. Enough information is provided for parents to ensure that they are kept informed about the setting, and about their child's progress or any concern staff may have. The vision is insufficient children require more independence, participation in musical activities, and the development of children's gross motor skills.

Partnership with Parents is very good. They are welcomed into the setting and an effective settling in period is negotiated. Parents are provided with a prospectus giving all relevant information. Daily diaries are written by staff, keeping parents informed of their child's day. Parents can speak to their child's key worker in private.

### What is being done well?

- Staff share a warm and affectionate relationship with the children in their care, and work directly with them much of the time.
- Staff work with parents and outside agencies to support children with special needs. Children are provided privacy when needed and specialist equipment is sought to progress their development.
- Children are provided with responsibility to boost their confidence.

### What needs to be improved?

- Children's independence.
- Children's participation in musical activities.
- Physical development to develop children's gross motor skills.

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

Very good improvement has been made since the last inspection, as staff provide parents with a prospectus, containing information about the early learning goals, which helps clarify what the staff in the group are trying to achieve. Observations are recorded in a daily diary, which are shared with parents, providing more of an insight into what their child is doing during each day at nursery. Assessments are carried out by staff, which are also shared with parents, giving both parents and staff a clear indication of the stage of development a child has reached, and where further progress can be made. A board in the reception area, specifically displayed to catch parents attention, contains weekly planning sheets, to keep parents informed about the activities children are involved in, and what staff are hoping children will achieve.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show kindness towards each other, greeting their friends on arrival and departure, and socialise after the session has ended. Children participate in small and large group activities and are able to play alone. Children listen to stories and join in with repetitive refrains, however, children lack independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact with both their peers and with staff. They speak clearly and audibly, and use their imagination during role-play. Children are able to listen and speak in small and large groups, and are beginning to write their name. However, musical activities are lacking, and children have few opportunities to experiment with instruments.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count and are beginning to recognise numerals. Children are able to use a weighing machine, and are able to recognise and differentiate between heavy and light objects. Children use phrases, such as 'more than' and 'less than'. They are beginning to add two objects together. Children can recognise and name shapes, but have few opportunities to recognise and re-create patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can name a variety of colours. They participate in activities, using their sense of hearing. Children are able to identify their favourite toys and equipment, and can explain why they enjoy playing with them. Children participate in activities, where they identify common attributes. However, children lack opportunities, where they can find out about the features of living things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can use the whole of their bodies during pretend play, and can use a variety of small equipment. Children are aware of their own and of others' space and avoid bumping into each other. Children recognise the importance of being healthy, but there is a lack of physical activity, particularly in gross motor skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to select variously coloured crayons and chalks. They join in with their favourite rhymes. Children express their likes and dislikes, and are developing their choice of materials. Children join in with role-play and involve others in their ideas. However, there is a lack of opportunity for children to participate in dancing activities.

**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**

- increase children's opportunities to develop their gross motor skills
- extend children's independence
- provide opportunities for children to participate in musical activities.

*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.*