



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251578

DfES Number: 585296

### INSPECTION DETAILS

Inspection Date	25/11/2003
Inspector Name	Judith Marion Jones

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	New Moreton Hall Pre-school
Setting Address	Sebert Road Moreton Hall Bury St. Edmunds Suffolk IP32 7EG

### REGISTERED PROVIDER DETAILS

Name	The Committee of New Moreton Hall Pre School 1027219
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### ORGANISATION DETAILS

Name	New Moreton Hall Pre School
Address	Sebert Road Moreton Hall Bury St Edmunds Suffolk IP32 7EG

## 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

New Moreton Hall Pre-School was established in 1992 and is based in a porta-cabin in the grounds of Sebert Wood Primary school. It is a committee run playgroup.

The Pre-School has sole use of the premises. There is a secure, enclosed, outside play area with some permanent play structures available for the children to use.

The Pre-School is separate from the Primary School, but maintains links with it, and many of the children go on to attend the school.

The Pre-School is registered for 24 children. It is open for ten sessions a week during term time only and runs a lunch club for children who attend. There are currently three staff who have recognised child care qualifications. The group is able to cater for children with Special Educational Needs or with English as an additional language.

### How good is the Day Care?

The New Moreton Hall Pre-school offers satisfactory care for children.

The premises are safe and secure. Children relate well to one another, are involved, interested and enjoy their play. They are happy in the environment and get on well with each other and with staff. Resources are stimulating and provide a balanced range of activities.

All children are valued, included and their needs are met. Staff know them well and give them much encouragement.

Staff are good role models. There is a positive, friendly atmosphere and good behaviour is evident. Parents report that staff are approachable and children enjoy themselves.

However, staff need to undergo the clearance checks required by Ofsted.

The Operational Plan has been developed but some policies and procedures are in need of updating, in particular Child Protection procedures.

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

There is now an operational plan in place but some policies are still in the process of being updated.

Written parental permission for emergency medical treatment is now obtained from most parents. A few forms are still awaited.

Children are regularly encouraged to wash their hands, however, fresh water should be used on each occasion.

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

- Children relate well to one another, are involved, interested and enjoy their play.
- Resources are stimulating and provide a balanced range of activities.
- All children are valued, included and their needs are met.
- Staff are good role models and children relate well to each other . There is a positive, friendly atmosphere.

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

- Staff clearance checks;
- Procedures for hand washing;
- Snack- time- to encourage independence and social skills;
- Policies and procedures, to include Child Protection, a sick children policy and an update of the complaints procedure. Also, keep accurate registration details and an incident record.

#### **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
1	ensure that there are effective procedures in place for checking that staff are suitable to work with children	31/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
14	Keep an accurate record of hours of attendance for staff and children and a record of incidents.
7	Take measures to prevent the spread of infection by ensuring children have access to running water or an individual bowl of water.
8	Develop snack time to encourage social skills and promote the children's independence.
13	Update child protection procedures, appropriately, to include procedures for allegations against a member of staff. Ensure these procedures are shared with parents.
14	Update policies to include a sick children policy and a complaints policy, which makes reference to Ofsted, as the regulatory body.

## 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 New Moreton Hall Pre-School is good and children are making generally good progress towards the early learning goals in all areas.

Teaching is generally good. Staff develop positive relationships with the children and create a relaxed atmosphere, where children are valued as individuals. Staff help children to share, take turns and cooperate with each other, but do not always encourage children to develop their independence. They are however, good role models and set clear expectations for children's behaviour. Children respond well and their behaviour is good. Staff have knowledge of the foundation stage and early learning goals. They plan a varied curriculum and know each child well. However, planning does not adequately cover the six areas of learning or show clearly the learning intentions for each activity. Assessment is not used effectively to inform the next steps for individual children and does not relate to the stepping stones.

Staff work well as a team, meeting together regularly to discuss their work. The committee are supportive of staff but there is no staff appraisal system. The supervisor informs the management committee of staff progress verbally when requested to do so. The committee do not monitor or evaluate the effectiveness of the children's learning, they rely on a verbal report from the supervisor. The definition of roles and responsibilities amongst staff and committee lacks clarity, with some management responsibilities being undertaken by staff. This has an impact on the amount of time staff have to plan and to work directly with children.

Relationships with parents are open and friendly. Newsletters, posters, information booklets and photographs help to make parents aware of what goes on in the setting. Staff give verbal feedback on children's progress, but parents are not encouraged to contribute more fully in their children's learning and are not familiar with the areas of learning.

### What is being done well?

- Children and adults enjoy good relationships. Staff manage children's behaviour well and encourage them to share, take turns and cooperate with each other.
- Children have opportunities to use their imagination, and to develop an awareness of their own community, as well as an understanding of other cultures and lifestyles.
- Children are happy and settled. They are able to express themselves with confidence. They behave well and their self-esteem is fostered appropriately.
- Staff work hard to support the pre-school. They treat children with warmth and respect and are welcoming to parents. They are willing to discuss

children's progress with them on request.

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

- children's independence to enable them to take responsibility for themselves more often, to select activities and resources alongside opportunities to explore their own creative ideas by designing and constructing objects;
- planning, delivery and assessment of the curriculum to promote learning across all areas and clear identification of the learning intentions to show how individual children will move on to the next steps;
- partnership with parents, so that they are more involved with sharing information about their children and are given more information about the early learning goals and stepping stones;
- teaching strategies and questioning to challenge children and extend their learning;
- the clarity of roles and responsibilities within the staff group and the management committee.

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

The pre-school has made limited progress in response to the key issues identified in the last inspection report.

There are still opportunities to increase questioning of children during adult led activities, in order to extend children's thinking and learning, particularly in relation to older, more able children.

There is still the need to develop methods of planning and assessment to meet children's individual stages of development. Little progress has been made to develop parental involvement in children's learning. Information from parents on their children's achievements is not used effectively to inform planning and parents are not well-informed of their child's progress within the setting.

However, progress has been made in relation to children's physical development during outdoor activities. Children now have regular access to a wide range of outdoor play equipment. They also have a parachute for team games and some soft play equipment.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident to separate from their carers and have good relationships with the staff and each other. They are given clear, consistent boundaries and learn right from wrong, how to share and take turns. Families are valued and children are developing awareness of their own, and other, cultures. But, there are insufficient opportunities to foster children's independence, e.g. by pouring drinks at snack time, or to make choices in everyday activities by selecting resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language with confidence to communicate and negotiate with adults and their peers. They enjoy stories and rhymes and staff take opportunities to introduce new vocabulary. Children access books for pleasure and staff respond to requests to read stories to individual children or in small groups. However, books are not often used as a source of information and there are insufficient opportunities for children to use reading and writing for a purpose in meaningful contexts.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to use numbers and counting in their play and in counting rhymes. They enjoy using simple computer programs, matching games and puzzles to explore shape, pattern, colour and numbers. But, there are too few opportunities for children to count aloud, to calculate and compare numbers, to problem solve or to explore mathematical concepts such as more and less and begin to combine numbers. Older and more able children are not encouraged to recognise and write numerals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children gain a sense of time and place through themes and activities which focus on their families, community and wider environment. Differing cultures and lifestyles are explored through people they know and those in other parts of the world e.g. children prepare gift boxes for families in Romania. IT is used to support children's learning and they enjoy talking about past and present events. Children have only limited opportunities to construct and join materials independently.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently, both indoors and outside, show increasing awareness of space and demonstrate coordination and dexterity. Children use equipment to balance with skill and imagination. They handle tools and equipment, such as paint brushes, glue spreaders, scoops, musical instruments and the computer mouse with control. Children are developing awareness of good hygiene practice through handwashing, but opportunities to further promote health and bodily awareness are often missed.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have access to an interesting range of musical instruments and enjoy familiar rhymes and songs. They express their imagination well in role play and respond to sensory experiences, for example by showing pleasure at the smell of toast being prepared for morning refreshments. However, there are insufficient opportunities for children to enjoy freely chosen creative activities, to select and explore different materials, to join and construct their own designs and express their ideas.

**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**

- Create more opportunities for children to be independent in personal tasks and to select activities and resources for themselves. They should also be encouraged and given time to develop their own ideas. Staff should work alongside children more often and using skilful questioning to extend their learning.
- Develop planning to ensure that long term plans show a balance across all areas of learning, medium term plans show the learning intention for activities and ensure that assessments are used effectively to inform immediate planning for individual children, to identify the next steps and build upon what children already know
- Develop systems to gather, record and exchange information with parents so that they are able to comment on their child's achievements at home and are better informed of their child's progress within the setting.
- Devise strategies which enable staff and committee members to evaluate the strengths and weaknesses of the setting. Clarify roles and responsibilities to ensure that staff are able to focus their time on their work with children.

*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.*