



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127500

DfES Number: 585259

### INSPECTION DETAILS

Inspection Date	22/10/2004
Inspector Name	Claire, Alexandra Parnell

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	River Pre-School Playgroup
Setting Address	River Methodists Church Hall Common Lane Dover Kent CT17 0RA

### REGISTERED PROVIDER DETAILS

Name	The Committee of River Pre-School Playgroup
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### ORGANISATION DETAILS

Name	River Pre-School Playgroup
Address	River Methodists Church Hall Common Lane Dover Kent CT17 0RA

## 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

River Pre-school has been established for more than 30 years. It is a committee run group.

The pre-school operates from the Methodist Hall in the centre of River near Dover. The group has access to the main hall, store cupboards and toilets. The group uses local outside play area within the community.

The pre-school is open Monday to Friday, term time only. The hours are 08:45 until 11:45 each day, with an additional lunch session from 11:45 until 12:45 on Monday, Tuesday and Thursday.

There are 22 children on roll in total. Three of these are funded four year olds and 15 are funded three year olds. There are four children attending with special educational needs and one child with English as an additional language.

There are five members of staff who work with the children. Three of these hold relevant qualification at level two and three. Another member of staff is currently completing training to level three.

The group gain support through the committee, Pre-school Learning Alliance and Early Years Advisory Teachers.

### How good is the Day Care?

River Pre-school provides good quality daycare for children.

The group is well organised with support from an effective committee. There is a high percentage of qualified staff. Additional staff are completing their training. The group have clear aims and objectives for the care of children. Staff are deployed in the hall, delivering excellent standards of interaction and support for the children. Children creatively use the space available, freely spreading resources to extend their play. Staff create a warm and inviting atmosphere for parents and their children. Most documentation is available and complete, although some needs to be

extended.

Children play in a safe environment, checked daily for hazards. However, there is a need for further security regarding the sight of visitors at the main door. Parents gain relevant information regarding health issues from staff, although information on the safe hand washing procedures for children needs to be reviewed. Children can freely drink fresh water and have opportunities for drinks and snacks during the session, however, the provision of alternative healthy snacks need to be considered. The staff implement information gained from parents positively to care for the children, using background details to support children sensitively. Staff need to extend their knowledge of promoting positive images through the use of resources. Children with special needs are supported well through planned activities and inclusion. Staff are aware of the procedures to protect children from harm.

The children have access to a good range of activities at all times. Staff ensure that all the children can choose and spend adequate time with resources. The staff positively endorse good behaviour, and deal with challenging behaviour sensitively and with support.

The partnership with parents is good. There is a full range of information available, either verbal, written or displayed.

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

At the last inspection the group were given many actions to meet. Most of the staff team has changed and taken on most of the actions and successfully fulfilled them.

There are now three qualified members of staff, with another completing her training at present. There are two supervisors who share their role.

A full operational plan has been produced and displayed for all parents to view.

A full policy and procedures manual is available, all relating to the national standards of care, all fully effective and updated.

Members of staff have attended child protection training and are confident to deal with any concerns professionally. All other members of staff are aware of procedures and local contact numbers for support or action are available.

All written documentation is available and most is complete, although some needs some additional information added.

The group still uses a communal bowl in the hall for hand washing, particularly after messy activities. The group needs to ensure that this meets the local environmental health requirements.

The group have many resources that portray positive images of today's society. There needs to be more effective use of these resources by all staff.

### What is being done well?

- All the staff endeavour to give individual care and attention to all the children, by using the relevant information gained from parents. Staff support children through sensitive times such as new babies in the family. Staff listen to parents wishes and respect their views regarding particular aspects of care such as children with English as an additional language.
- all the children make effective use of the resources, space and equipment available to them. Through good staff deployment and positive interaction, children make choices and decisions as to how to use the equipment and change its purpose.
- All staff positively recognise acceptable behaviour and challenge unwanted behaviour successfully. They discuss issues with children at the child's level and explain the staff's expectations and why.
- Parents have access to professional information, displayed verbally or in written format. The staff have close relationships with parents as they themselves are part of this community. However, they endeavour to keep relationships professional.
- Through professional, calm and pro-active staff, the pre-school is a welcoming and inviting environment. Staff accept change and act upon these changes effectively.

### What needs to be improved?

- the documentation; to update admissions information regarding children attending in nappies, parents to sign all accident record and parents to be informed as to when medication is administered
- the security of the main door to view visitors before opening the door
- the information gained from environmental health to ensure all requirements are met regarding hand washing
- the options for children to choose healthy foods during the session
- the staff's knowledge as to how to use positive image resources effectively.

### 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
4	Update information for parents regarding children attending in nappies or pull-ups.
6	Provide a safe system to view visitors at the main door.
7	Ensure hand washing procedures meet the environmental health requirements.
7	Ensure all accidents are signed by parent/carers and they are informed of when medication is administered.
8	Introduce regular healthy options for children at snack time.
9	Extend staff's knowledge regarding the promotion of positive image resources.

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

### **How effective is the nursery education?**

River Pre-school is an acceptable provision and of good quality overall. Children are making generally good progress towards the Early Learning Goals.

The teaching is generally good. The children have positive interaction from all staff. The staff use information from parents to offer a personal education service. Staff use effective questioning to stretch and challenge children, developing their thinking and understanding of concepts. The professional, calm and respectful staff team promotes reciprocal behaviour in all children.

The activities offered are related to the Foundation Stage and the Stepping Stones and are appropriate to the level of children's ability. Staff will adapt activities to stretch some children further. However, the written plans lack some differentiation to show the needs and abilities of more able, less able children, children with special educational needs and English as an additional language.

The children have individual records of evidence, mainly examples of children's work and basic observations, although these are not linked to the Early Learning Goals and are not used to inform future planning.

The leadership and management of the group is generally good. The close team recognise their current position and are aware of areas for improvement, particularly with particular regard to the children's records. Staff make professional decisions relating to the education provision, whilst this is backed by a financial decision from the committee. Training needs are regularly reviewed and achieved.

The partnership with parents is generally good. Parents receive information regarding the curriculum, activities and topics. They can access displayed children's work and verbally discuss their child's development. Parents are aware that a yearly development report is produced for each child. However, parents lack access to the children's development records throughout the year and are not fully informed of observations.

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

- The staff provide opportunities, resources and appropriate timing for all children to freely learn through play, with free choice and structured activities available.
- The children are confident interested learners, who are happy and settled in their environment. They are well behaved showing a reciprocal respect for their peers and adults.
- The staff are well informed of the Foundation Stage, and use their knowledge to further improve the educational programme for the children.

- The children are extended in their learning through the effective use of questioning and challenges set at appropriate levels for the child's understanding and ability.
- The three developmental areas of Mathematical knowledge, Physical development and Communication Language and Literacy are being promoted well as part of the daily free and structured activities on offer. Staff encourage children's learning through practical activities and from children exploring and investigating different ways to learn.

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

- more independent opportunities at snack time
- the opportunities for children to be reminded of daily responsibilities during the session
- the further implementation of positive images particularly through culture and disability resources
- the opportunities for children to make music and associate sound regularly
- the planning; to extend the differentiation and evaluation, linking them to the Early Learning Goals
- the further information for parents regarding access to children's achievement records
- the links between planned activities, observations and The Stepping Stones

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

The improvements since the last inspection are generally good. The group was given one key issue at the last inspection, the majority of which has been met well.

The group needed to reflect on the teaching approach to literacy.

Children now have many opportunities throughout the session to associate letters with sounds, particularly with regard to the letters and sounds in their names. Staff encourage the use of actions to endorse the children's understanding of sounds and letters, making learning sounds and letters as fun activities and easy to remember. Children independently select their name labels and attempt to label their own work. They either use recognisable, well formed letters or by making marks, depending on their ability.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, happily accept routine and are very settled in their environment. Some remind others of the group's expectations and explain the reason. They express their opinions of things they like and dislike. Most children play harmoniously in small groups and in parallel play. However, some children do not remember whose turn it is to do certain roles. Children lack opportunities to select and pour their own drinks at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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All children show an enjoyable interest in stories and books, with an understanding of turning pages and telling the story from the pictures and listening carefully to stories. More able children can predict and retell the story. Most children can recognise their written name and can attempt using examples to label their work. They learn to link sounds to letters through associated games. They are confident communicators using words, gestures and expressions.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently, to between one and ten. They are encouraged to associate numerals with numbers and counting through practical activities. They are encouraged to compare two numbers and some more able children can calculate the total between two numbers by counting them together. They demonstrate a clear understanding of shape, size, colour and pattern through effective resources and support. Mathematical language is encouraged throughout.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have a clear understanding of the world around them and how living things survive. They explore and investigate resources to find different ways to use it and discuss their properties. Some four year olds can relate to and recall past experiences and can explain who went, where, when, but most of all why. However there is a lack of opportunity for children to discover technology and information sources and limited opportunities for them to reflect and respect other people's beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use space and equipment effectively, extending their play by safely spreading resources. They manoeuvre equipment safely, taking into consideration the safety of others. Children demonstrate an understanding of the effects of exercise through fine and gross motor activities. They use effective fine motor skills with appropriate resources selected.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use different materials effectively to demonstrate skills, using senses. Children relate to familiar and unfamiliar songs and associate these with actions. They sing using volume, pitch and tone appropriately. Most children use small world resources to act out familiar situations and relate them to everyday experiences seen with familiar people. However, there are limited opportunities for children to make music regularly within the session.</p>	

**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**

- extend the planning to show differentiation of children's ability and needs. Evaluate the effectiveness of the planning, linking the activities, observations and learning intention in all six areas of learning, to inform the future planning and targets
- provide further opportunities for all children, through the use of technology, positive images, music and sound, and during snack time to extend their independence.

*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.*