



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY284024

DfES Number: 546062

### INSPECTION DETAILS

Inspection Date 01/11/2004  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Pines Pre School  
Setting Address The Community Centre  
Pinehurst Estate, Birdie Way  
Hertford  
Hertfordshire  
SG13 7SS

### REGISTERED PROVIDER DETAILS

Name The Committee of The Pines Pre-School

### ORGANISATION DETAILS

Name The Pines Pre-School  
Address 18a Highfield Road  
Hertford  
Hertfordshire  
SG13 8BH

## 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 Pines Pre-School opened in April 2004. They operate from a large hall and small quiet room in a community centre building. The group is situated in Hertford. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 09.25 to 13.30 during school term times and operates a lunch time club. All children share access to a secure outdoor play area.

There are currently 23 children aged from 2 to under 5 years on roll. Of these 19 children receive funding for nursery education. Children attend from the local area.

The pre-school employs 4 staff. The leader holds an appropriate early years qualification. One member of staff is working towards a qualification.

### How good is the Day Care?

The Pines Pre-School provides good care for children. The staff are committed to extending their knowledge through training, which provides children with a richer experience. The nursery is well organised with all supporting documentation in place to a high standard. However, amendments are needed to one policy. Staff are deployed well within the setting and children are given adequate support and care. The premises are clean, well maintained and warm and welcoming to the children and their families.

Staff give high regard to the children's welfare. They have a good awareness of health and safety and are vigilant about this at all times. Children are provided with a range of healthy snacks and regular drinks. A water dispenser is accessible to all children who can help themselves. Systems are in place for children who need additional support. Staff have a good working knowledge of child protection issues and ensure that any concerns are dealt with effectively.

Children are involved in a broad range of activities which support their language, mathematical thinking, imagination and creativity. Staff are interested in what children do and say, talk and listen to them and ask questions to make them think.

Children's behaviour is good. Staff value positive behaviour and use lots of praise and encouragement with the children. They are included in all activities and valued for what they can achieve.

The partnership with parents is effective. Good quality information is available to keep parents informed of their children's development and care at the pre-school. Parents are welcomed by the friendly and approachable staff team. Positive comments were received from parents in the written questionnaires 'staff are always informative when children achieve new goals' and 'I believe that the staff are enthusiastic about my child's progress and are attentive to parent's suggestions and involvement'.

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

This is the pre-school's first inspection in these premises.

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

- The setting is organised well. There is a comprehensive operational plan in place and documentation is professionally presented.
- Staff create a warm, welcoming and friendly environment where children can feel confident and secure. The premises are well maintained.
- The children's health and safety are paramount. There are relevant, detailed policies and procedures in place that provide staff with clear guidelines for the promotion of the children's welfare whilst attending the pre-school.
- Partnership with parents is good. Positive comments were received from parents about the care of their children and learning opportunities. Staff develop good relationships with the children's families and get to know them well. They are friendly and approachable and are available to talk to parents at every session.

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

- the policy for child protection.

#### **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
13	Review the child protection policy to include reference to the ACPC guidelines and the recent booklet 'What To Do If You Are Worried A Child Is Being Abused.

## 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 The Pines Pre-School is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and mathematical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have an understanding of the early learning goals. They plan and deliver a varied range of interesting activities which promotes learning in all areas of the children's development. The leader has been working hard on the planning system and is aware to develop the children's assessment records. This will enable staff to provide a more effective basis on which to plan the next step's in the children's learning programme. Staff interact well with the children. They are caring, friendly and approachable and ask children questions which encourages them to think and talk about what they are doing. The frequency of outside play requires attention and the organisation of some resources needs reviewing so that children can make choices and decisions about their play and operate independently.

Leadership and management is generally good. The staff work very well together as a team and are aware of their roles and responsibilities. They are committed to providing good quality care and education for all children. They attend frequent staff meetings and an annual appraisal system is in place. Committee meetings take place half termly. The registered person is reviewing a system for monitoring and evaluating the setting.

The partnership with parents is very good. Parents spend time talking informally to staff about their children and are well informed about their progress. They are provided with good quality information about the setting. Parents are encouraged to contribute to the pre-school in any way they can, including coming into sessions to help and bringing in topic related items from home.

### What is being done well?

- Staff work well together as a team and are committed to providing good quality care and education for the children. Each know their roles within the setting.
- Children are confident and sociable. Relationships within the group are being fostered well. Children work co-operatively together, sharing and taking turns. They show confidence when speaking with staff, visitors and other children in the group. Children are interested and involved in their play.
- Staff plan and deliver a varied range of activities to help children make progress in all six areas of learning.

- Behaviour is good. Children respond well to the staff's clear guidance and praise.

**What needs to be improved?**

- the organisation of resources
- opportunities for children to use the outside area frequently
- the planning system.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. They are involved and interested in their play and form good relationships with each other and staff. Children are encouraged to be independent as they give out snacks and help to tidy up. They behave well. Children are taught to share and take turns and be considerate to others. They are becoming aware of the wider world through visitors to the nursery and local trips.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories and enthusiastically join in with songs and rhymes. They discuss both real and imaginary events as they play and work. Children learn about letter sounds as they recognise their name cards and sound out the initial letter. They learn that print carries meaning as they write in celebration cards and trace over or join dots to form their name. However, there are insufficient opportunities for children to practise their mark making skills freely.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are provided with many opportunities to develop their mathematical skills. They count conkers, acorns, cars and dots on ladybirds. Compare bears enable children to practise matching, sorting and sequencing. They calculate as they add one more bear or take one away. Children use language to describe shape and learn about weight and capacity as they use resources during water and sand play. Staff use meaningful language to help children develop their early mathematical thinking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore living things such as minibeasts as they go on a bug hunt. They plant sunflower seeds and watch them grow. Children learn about the life cycle of a butterfly as they create clay caterpillars. As part of their topic work children assemble transport models from recycled tubes and boxes. Children celebrate a variety of festivals and cultural events throughout the year. There are limited opportunities for children to practise their information and communication technology skills.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children show an awareness of space as they move confidently around the room and find a chair. They ride wheeled toys and bikes which helps them to develop a sense of direction and they travel around obstacle courses. However, there are limited opportunities for children to frequently develop their physical skills using the outside area. Children follow basic hygiene routines such as handwashing. They develop their fine motor skills using puzzles, tools for cooking and small world equipment.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children participate enthusiastically in music sessions. They tap out simple rhymes and use instruments to distinguish between quiet and loud sounds. Through guided art and craft activities they explore colour and texture as they mix paints, print, and create papier mâché bugs. However, children do not have the opportunity to use art and craft resources freely. Children draw on their experiences and imagination as they play in 'the home corner' 'the hospital', 'the post office' and the 'vets'.

**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**

- review the organisation of resources so that children have a greater choice and provide opportunities for children to develop their physical skills frequently in the outside area
- develop the planning system so that children's assessment records link more closely to the stepping stones and early learning goals and ensure they are used to inform planning of the next steps of their individual learning programme.

*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.*