



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109404

DfES Number: 516334

### INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Christine McNally

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cottage Pre-School Group
Setting Address	Christie Road Lewes East Sussex BN7 1PL

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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### ORGANISATION DETAILS

Name	The Management Committee
Address	Christie Road Lewes East Sussex BN7 1PL

## 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

Cottage Pre-school Group has been operating for over 30 years and has been in the present premises, St Mary's Social Club, Lewes, since 1990. The group is run by a committee of parents whose children attend the group. It is open, during term time only, from 09:15 until 11:45 every weekday, apart from Wednesday. The group is registered to care for 24 children aged from 2 years to under 5 years. There are currently 30 children on roll, of these 10 are funded three-year-olds and none are funded four-year-olds. There are no children identified with special educational needs or any with English as an additional language. The children attending are representative of the local community. There are currently six members of staff of whom two hold appropriate qualifications. The group receive support from the local Early Years Development and Childcare Partnership. The hall is shared with other users, so all equipment has to be set up and packed away on a daily basis. The group has access to its own small, secure garden, which offers good outdoor play opportunities.

### How good is the Day Care?

The quality and standard of day care at Cottage Pre-school Group is satisfactory. There is an operational plan in place which helps guide the staff team in their daily practice. While the staff team are experienced the pre-school does not meet the requirement that the person in charge holds a level three qualification and that at least fifty per cent of staff are suitably qualified. The group provides a child friendly environment where children are safe and secure. On the whole the sessions are organised to support children's learning, however, the organisation of snack-time is less effective.

The pre-school plans an interesting and worthwhile range of activities and topics and these support children's learning and development. Staff form warm, caring relationships with the children and offer consistent praise and encouragement, children are happy and well settled. Children enjoy playing with the good range of toys and resources available to them.

Partnership with parents is good with opportunities for them to be involved in the pre-school either as a committee member or through involvement in the sessions as a parent helper. Formal and informal systems are in place for the exchange of information on children's progress and achievements. All the necessary paperwork is in place, although sometimes lacks the necessary detail.

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

At the last inspection the setting agreed to appoint a named deputy, to conduct risk assessments and to devise a sick child policy. Risk assessments have been carried out and a sick child policy in place ensuring the children are safe and well cared for. Although there is now a named deputy, they do not hold the required level of qualification.

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

- Staff have good relationships with the children and know them well. They spend time talking and playing with them and children are happy and confident.
- The interesting range of worthwhile activities help develop children's early learning and they are well motivated to learn.
- Children respond well to the staff's consistent praise and encouragement. The eagerly take part in activities, tidy away toys and behave well.
- The good links forged between the pre-school and home. Parents have good opportunities to be involved in their child's learning.

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

- the level of qualification held by the supervisor and some staff,
- the written policy regarding the procedures for an uncollected child,
- the organisation of snack-time.

#### **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	Draw up an action plan, with timescales, detailing how the requirement that the Person in Charge holds a level three qualification will be met.	31/05/2004
1	Draw up an action plan, with timescales, detailing how at least half of all staff will hold a level 2 qualification in childcare.	31/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Improve the organisation of snack time to make this a more sociable time for children and staff.
14	Produce a written policy of the procedures to be followed should a child be uncollected.

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

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

The provision of nursery education is acceptable and of good quality, children are making generally good progress towards the early learning goals in all six areas of development. Although there are minor gaps in the programme for communication, language and literacy and for creative development.

The quality of teaching overall is generally good. They use a variety of teaching methods and groupings. Staff plan a range of worthwhile activities and demonstrate a reasonable understanding of the stepping stones towards the early learning goals. Group activities for funded children are presented in an enthusiastic manner, but are not always extended to provide sufficient challenge, particularly for the older, more able children. The wide range of resources available are used effectively to support the children's learning.

A new system for assessing children's progress has been introduced, however the information gathered is not always well used to plan the next steps in children's learning.

The leadership and management of the pre-school is generally good. The staff and committee have an understanding of their varying roles and responsibilities. There are formal and informal systems in place to monitor and evaluate the provision, including regular staff and committee meetings.

Partnership with parents is very good, they are provided with useful information on the pre-school and the educational programme provided. They have good opportunities to be involved in their child's learning.

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

- Children's personal, social and emotional development is given good priority. Children are happy, confident and interested in the activities offered. They are developing an awareness of others needs and they share and take turns well.
- Relationships between children and staff are good. These help children to develop confidence and supports their learning.
- Good emphasis is given to developing children's mathematical understanding. Children can count confidently and are beginning to show an awareness of simple number operations such as adding together and taking away.

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

- the use of assessment records to inform planning and to extend the learning of more able children,
- the opportunities for children to engage in meaningful role-play activities,
- the opportunities for children to develop their early writing skills.

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

The pre-school has made generally good progress in addressing the key issues raised at the last inspection. A new system for assessing children's progress has been introduced which covers all of the stepping stones towards the early learning goals, allowing the staff to monitor the children's progress better. However, the info gathered is still not used to inform the planning for the children's next steps in learning. The new assessment system ties in with the stepping stones so the group are now able to check that all areas of the curriculum are being covered.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and happy, they share and take turns well. They form warm relationships with each other and staff alike. Their self-esteem is appropriately fostered and they are encouraged to show care and concern and are beginning to develop an awareness of others needs. They are developing a sense of right and wrong and behaviour is generally good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers, they listen well to each other, to instructions and to stories. They show an enjoyment of books, they understand how they are organised with some 'reading' by themselves. They are encouraged to notice the sounds of letters and can recognise their own name. However, opportunities to develop their early writing skills are limited and they are not sufficiently encouraged to attempt to write for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to 10 and beyond and are developing an awareness of shape and size. Numbers are used well in everyday situations, for example at registration time and children are consistently encouraged to notice numbers in their activities. They are beginning to solve problems in everyday activities as they work out the date or how many bricks tall they want to build their tower.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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An interesting range of topics allow children to explore and investigate aspects of the natural and man made world. Plans show they have opportunities to use the computer. They are encouraged to talk about past and present events. They are developing an awareness of their own and other cultures as they celebrate a variety of festivals.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an awareness of space and others as they confidently move around the playroom. They are beginning to develop an awareness of the importance of staying healthy. Staff are on hand to support and encourage new skills such as throwing and catching the balls. Children are beginning to use a variety of equipment and tools, such as paint brushes, glue spreaders and scissors with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore texture, shape and colour as they participate in a variety of creative activities. They are offered activities that encourage them to respond in a variety of ways to what they see, hear, touch and taste. They sing and explore sounds using tapes and musical instruments. However, there are limited opportunities for them to express themselves through role-play.	

**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

- improve the use of the assessment records to help inform the planning for the children's next stage of learning and to include extension activities for the more able children;
- provide more opportunities for children to engage in meaningful role-play situations, consider regularly changing the focus of the imaginative play area and linking it to topics being covered within the educational programme;
- give more emphasis to the informal areas where children can experiment in writing for different purposes. For example, making shopping lists, or talking telephone messages.

*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.*