



## COMBINED INSPECTION REPORT

URN EY277840

DfES Number: 510903

### INSPECTION DETAILS



are discussed with parents and respected. Staff have a clear understanding and knowledge of policies and procedures relating to child protection and equal opportunities. Children with special needs are fully integrated into the nursery.

A good range of age appropriate activities are planned and implemented for the children promoting their learning and all round development. Children are confident in choosing an activity of their own choice and observed to concentrate and persevere until they complete an activity. Keyworker system is in place. Staff have a good understanding of children's individual needs and are skilful in managing behaviour in a positive manner.

Positive relationships have been formed with parents, good quality information is available for parents and systems in place to keep parents informed of their child's development and progress.

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

Not Applicable.

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

- Staff demonstrate a good understanding of children's developmental needs. They plan and implement activities that are interesting, enjoyable and promote children's learning. Children enjoy colouring in and cutting with a scissors developing fine motor skills. Children's language and mathematical concepts are promoted and extended during play.
- There is a good balance of adult led and child initiated activities. Staff play and interact with the children, listening, talking and responding to them in a positive manner. Friendships have been developed and children are happy, confident, articulate and observed to be having fun.
- Good behaviour is actively encouraged by staff with consistent use of praise and encouragement. As a result children's behaviour is very good.
- The staff share a wealth of information with parents both verbally and in writing. They have good relationships with them, many of whom speak highly of the care their children receive.

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

- the children's independent access to toys and equipment
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#### **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
2	Ensure that children's hours of attendance are recorded.
5	Ensure that the resources are freely accessible for children to extend their play.

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

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

Newchurch pre-school offers high quality provision overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are calm, relaxed and friendly in their management of children. They have secure knowledge and understanding of the Foundation Stage. Planning and children's assessments are in place and staff use the gaps identified through assessments in their short term planning. Staff work well together, setting firm ground rules and clear expectations for children's activities and behaviour which has good impact on children's personal, emotional and social development. Staff give good, clear instructions and question well to extend and challenge children in their thinking and learning. They give lots of praise and encouragement which boost children's self-esteem and moral. Staff are clear about their roles and responsibilities and are deployed well to set out and facilitate a stimulating range of early experiences to all the children. Staff have excellent relationship with the parents and are available on daily basis to talk to parents about their children's ongoing welfare and progress, however they do not encourage parents to contribute towards their children's assessment.

Partnership with the parents is very good. In September all the new parents are invited to a presentation on The Curriculum for the Foundation Stage. Coffee mornings and individual meetings are also held with parents to inform them about the progress their children are making, though there are few opportunities for them to be involved in their child's assessments.

Leadership and management is very good. Both the providers are hands on and lead by example. During appraisals staff training needs are identified. Links with the Borough Council provide the pre-school with access to free training, which in some cases, is specifically tailored to meet the needs of the pre-school.

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

- Children's personal social and emotional development is excellent. They are confident enthusiastic learners able to work on their own. Children behave very well and are considerate of each other.
- Staff know the children well, are knowledgeable about the early learning goals and offer good support during play, thus providing a positive learning environment where children are secure and motivated.
- Children are confident communicators; communication language and literacy skills are well fostered, through a range of activities including opportunities to talk in French as well as English, listen to stories and each others experiences and to enjoy books.

What needs to be improved?
<ul style="list-style-type: none"> <li>the parents' contribution towards their children's assessments.</li> </ul>

What has improved since the last inspection?
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children approach adults confidently and know the routine of the pre-school. Children are aware of right and wrong and they respond well to staff's requests and instructions. Children work well in a group, they share resources and take turns when doing different activities. They treat each other with care and consideration. Children learn about other cultures and traditions through resources such as dolls, books, jigsaws and they celebrate different festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively to stories and access books freely. They sit and browse and share a book, often showing each other pictures and words. They carefully turn the pages and follow the print from left to right. Older children can recognise and write their own names, and do so on all the work they complete. The use of labels and captions around the room provides opportunities for children to recognise some familiar words both in English and French.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning about different shapes during a creative activity. They talk about size and comparison as staff draw round their bodies. Children enthusiastically create mathematical patterns in the dry sand and with coloured beads. Children learn about sequence of human life cycle such as baby then a toddler and a child. Children are good at exploring numbers operations such as addition and subtraction through rhymes such as 'Five little ducks'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Topic work such as 'All about me', is relevant to young children's lives, children build on their experiences from home as they learn about their environment. Children talk about the houses they live in, their family, holidays and celebrations. Children record their observations as paintings and drawings. Children access the computer freely and are competent in using it. There are plenty of cutting, gluing and building resources on open display which children use to design and build.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good control and co-ordination of their bodily movements. They run, hop, jump and climb up, over, under and through climbing equipment. They judge space well, negotiating objects and people safely and respecting people's personal space, such as when they sit together at story time. Children's manipulative skills developed well when rolling the dough, threading beads and using a pencil.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are encouraged to express themselves creatively in music, role-play and stories. The art work displayed shows that children have been introduced to a range of creative techniques. Children have a wide repertoire of songs. They explore beat using tapping sticks in time and playing instruments. Children use a range of sensory activities such as sand, water to promote their learning. Children enjoy painting and drawing freely and take great satisfaction and pride in their complete work.</p>	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following points:
- encourage parents to contribute towards their children's assessment.

*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.*