



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN EY285004**

**DfES Number:**

### **INSPECTION DETAILS**

Inspection Date      12/07/2004  
Inspector Name      Eileen Rochford

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Byerley Road Preschool  
Setting Address      Mission Hall  
                             Scott Street  
                             Shildon  
                             County Durham  
                             DL4 2DX

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Susan Calvert

## 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

Byerley Road Pre School has been open for a number of years. It operates from two rooms within a church hall near the centre of Shildon. It serves the local area.

There are currently 56 children from 2 to 5 years on the roll. This includes 30 funded 3 years olds and 22 funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and there are no children who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 9.15 - 12.15 and 12.45 to 15.15. The group is open three days during school holidays from 09.00 to 12.00

Ten staff work with the children. Most of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare partnership (EYDCP).

The group is accredited to the "Aiming for Quality" through the Pre School Learning Alliance, of which they are a member

### How good is the Day Care?

Byerley Road Pre School provides good care for children. All staff within the setting are vetted, with detailed information kept on staff files. The premises provide a warm welcoming environment for both adults and children. Space within the rooms is very well organised, with consideration given to the age/stage of the children attending. All records are in place. There is a comprehensive range of policies and procedures in place which cover all aspects of the care provided. However the procedure for completing the accident book should be improved, and policy for complaints should be amended.

Safety within the setting is given high priority. Children are encouraged to develop an understanding and awareness of safety issues. Hygiene is good, staff understand

the importance of developing children's awareness and understanding of these issues, through routine everyday activities. Healthy snacks and meals are provided, with menus made available daily for parents. Drinks are freely available.

The group provides a rich and stimulating learning environment for children. They are able to explore and experiment with a range of activities, at their own pace, and are supported by staff. Children have developed sound relationships with both adults and peers, they are confident happy children and talk freely to everyone in the group and visitors. They have a range of resources which reflect the cultural diversity of society and promote equal opportunities in all aspects of the group. The group have a positive approach to special needs and child protection.

Staff work well with parents. They ensure that parents are kept informed on a daily basis, using various methods at the end of each session. They have developed professional relationships with parents based on mutual respect They are encouraged to become involved in the group. Children's behaviour within the group is very good. Staff provide positive role models.

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

At the last inspection a number of actions were raised. The group were asked to ensure that CRB disclosure forms are available for all staff. These are now in place and available through personnel files for inspection. Arrival and departure of children are now recorded on the register. Fresh drinking water is available at all times, by a covered jug of water and cups being available and children access this independently.

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

- Children develop a range of skills through the stimulating activities provided in the group. They become engrossed and involved in their chosen activity.
- Space is very well organised to ensure that children are able to access equipment, to support their learning.
- Children develop a sound understanding of safety, health and hygiene issues, through everyday activities.
- There is a wide and comprehensive range of policies and procedures in the group. These allow everyone to be kept informed of practice. Parents are encouraged to access these and develop the group's sound relationship with parents.
- Staff have established very good relationships with children. They understand the individual needs and ensure these are met.
- The group has a strong committed staff team, which works well together.
- High expectations of staff, promote very good behaviour within the group. Children understand the boundaries and respect these.

**What needs to be improved?**

- the procedure for completing the accident book
- the complaints policy to be amended in line with National Standards

**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
7	Ensure the procedure for completing the accident book respects confidentiality.
12	Amend the complaints policy in line with the national Standards

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

### How effective is the nursery education?

Children at Byerley Road Pre School Club make generally good progress overall towards the Early Learning Goals. They make generally good progress in physical development and in communication language and literacy and very good progress in mathematical, creative, personal social and emotional development and knowledge and understanding of the world.

The quality of teaching is good, and ensures that children are making progress and move confidently through the stepping stones with enthusiasm and enjoyment. Planning is very good and ensures the sessions run smoothly. The room provides children with a stimulating and well organised learning environment in which they learn and play. Staff interaction with the children is very good which has a positive impact on children's attitudes and motivation to learn. Staff are secure in their knowledge of the early learning goals and this is reflected in the range of activities and resources presented to children, however more challenges should be provided for older and more able children. Staff provide very good role models for children and manage behaviour very well.

The leadership and management of the group is generally good. Staff are aware of their roles and responsibilities, resulting in the group running well. Through evaluation the group should ensure that activities are evaluated. Staff are encouraged to attend training as identified. They are aware of strengths and weaknesses and are committed to the continued improvement of the care and education of the children

Partnership with parents is very good. Parents are provided with a good amount of information about the group. They use the notice board to display the early learning goals, and link planning to these notices. Parents are encouraged to contribute to the group, and talk freely with staff.

### What is being done well?

- Staff give high priority to nurturing children's personal social and emotional development. Staff establish very good relationships with children, and respond with enthusiasm to children's needs. Children are confident and secure in their environment.
- Children effectively learn to count, recognise shape size and numbers, through a range of everyday activities. Older children are beginning to solve simple problems, which is enhanced through the use of computer.
- Children are developing a very good understanding of the world in which they live. They develop skills and competence with the computer. Older children plan and develop construction activities, working together, with a range of

resources.

- The accommodation and use of time and resources is very good. The bright and stimulating environment together with the presentation and organisation of activities ensures that children's independence is encouraged and their natural curiosity to investigate and experiment is fostered to a high standard.
- The quality of teaching has an effective impact on children's learning. Staff ensure that a good range of activities are available to children and provide appropriate challenges, teach them new skills, and continue and refine skills learnt.
- Partnership with parents is very good. Good communication between staff and parents ensures that they are kept fully informed about all aspects of their child's progress.

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

- the opportunities for older children to develop fine motor skills
- the organisation of groups to ensure that children develop listening skills
- management to evaluate activities to ensure all children's needs are met

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

Overall the group has made good progress since the last inspection. Key issues raised regarded planning and partnership with parents.

They have implemented a planning system which clearly identifies all the areas of learning, with the stepping stones and intended learning outcomes for adult focused activity.

Partnership with parents has developed. Parents are made to feel valued and welcome to the group. They are encouraged to participate in all areas of group life, and to access children's records, contributing to these as they wish.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate very well to peers and adults within the group, demonstrating consideration for each other and their environment. They are confident and independent promoted by sensitive support and easily accessing interesting resources. Children behave very well, with staff providing positive role models. Children are able to make connections between home and group. They develop an appreciation of responsibility for their own tasks and work well together.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Four year old children's language is developing well; they express imaginative thinking confidently and speak well in group situations. Three year olds are developing skills in speaking and communicate effectively with adults. Children have good access to written text and tools to produce writing, four year old children do so with skill. Older children are writing own names and recognise other children's names. There are insufficient opportunities for children to develop listening skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are aware of number in all areas of group life. Numbers are displayed around the room. Four year old children confidently count to ten and above. Three year old children count to five. Children are able to access a range of equipment to support their learning, Children recognise shape and use positional size and weight language appropriately in their play. Older children are beginning to solve mathematical problems with the support of staff and use of computer.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop a very good awareness of their environment. Children are accessing a wide and varied range of first hand experiences to explore and investigate with increasing skill. Children develop an understanding of time being able to differentiate between yesterday tomorrow and today. Older children use the computer confidently without support, offering assistance to younger children. They have developed very good concentration skills.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to move confidently and safely within the group, showing an awareness of space and others. They are able to negotiate obstacles as required. They are able to express their feelings both in large and small groups. Three year old children use small tools, however these should be extended for older children. They are aware of their own bodily functions and how to keep themselves healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are successful in exploring shape, colour, form and texture in two and three dimensions, making models, and painting in planned activities. All children are confident in expressing real and imagined experiences in role and home play. Children enjoy music and song and respond purposefully and appropriately when joining in with singing and story. Children use their senses well and positively respond to planned sensory activities.

**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**

- increase the opportunities for children to develop listening skills through effective organisation of groups
- increase the opportunities for older and more able children to develop manipulative skills
- develop evaluation of activities to ensure that areas for development are
- identified.

*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.*