



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 317572

DfES Number: 521297

### INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Diane Roberts

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Penrith Pre-School Nursery
Setting Address	The Old School Meeting House Lane Penrith Cumbria CA11 7TR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Penrith Pre-School Nursery 525136
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### ORGANISATION DETAILS

Name	Penrith Pre-School Nursery
Address	The Old School Meeting House Lane Penrith Cumbria CA11 7RT

## 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

Penrith Pre-School Nursery opened in 1960. It operates from three rooms in a former primary school building in Penrith about two minutes walk from town centre. It shares the building with a parent and toddler group every morning. Penrith Pre-School Nursery serves the local area.

There are currently 60 children from 3 to 4 years on roll. The majority of children attending are funded. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language. There are no children attending with special needs.

The group opens five days a week during school term times. Sessions are between 08:30 and 16:00.

There are 10 staff that work a variety of hours with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The group is a member of the Pre School Learning Alliance.

### How good is the Day Care?

Penrith Pre-School Nursery provides good care for children. The setting offers a warm and welcoming environment for children and parents. Staff generally organise and utilise resources well to the benefit of the children. However during registration when only one room is used for children, their safety is compromised due to overcrowding and low staff ratios in this room. Although there is sufficient storage the use of high shelves that are not easily accessible to staff could prove hazardous to children. Children benefit from the well- equipped outdoor play area. There are good security systems in place to protect children and staff including a very effective registration system. Staff work very well together as a team demonstrating a commitment to training by continuing to improve their skill base for the care of children.

Staff's awareness of children's constantly developing abilities helps to ensure appropriate safety measures are generally applied at all times. Staff have an admirable knowledge of children's individual needs and the skills to make sure these needs are met. Staff have a good understanding with regard to their responsibilities in child protection matters. Comprehensive records are in place although arrangements for gathering information with regard to medication, accidents and daily contact numbers are not always conducive to confidentiality.

Children's care, learning and play are supported well by staff that monitor children's progress regularly and use this information to provide for their individual needs. The setting has a good range of toys and equipment for children. Children find the activities on offer interesting, stimulating and fun.

Parents are kept well informed about occurring and future events within the setting. There is a two-way flow of information and knowledge between parents and the facility. All parental questionnaires indicated a very high level of satisfaction with the service.

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

At the last inspection the facility agreed to improve fire safety arrangements for children in a number of ways. They have consulted with the Fire Safety Officer who approved the temporary arrangement of smoke alarms in the main play rooms on the ceilings. The Nursery intends installing permanent smoke alarms during the school summer holidays. The fireguard and the damaged area of flooring have since been repaired and made safe.

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

- Children are highly valued and respected. They benefit from a sensitive, consistent approach to their behaviour. They are treated with kindness and affection. Children are encouraged to try new activities and develop new skills in a safe and supportive environment. Children feel secure and confident with the adults looking after them.
- Relevant information is sought about cultures, home languages, play activities and children's specific needs to ensure that each child is made to feel valued and free from discrimination. Staff work hard to promote each child's self esteem.
- Parental partnerships are good. Staff communicate closely with parents to foster good relationships and to build up a greater understanding of children's needs. A home link book is in place and is an effective means of communication. Parents are welcomed into the setting.
- Children's welfare, care and learning is promoted through the efficient and safekeeping of records, policies and procedures. Individual attention for each child is prioritised.
- Children's health and safety is promoted well through good standards of hygiene and comprehensive risk assessments. Staff have a secure

knowledge of the setting's policies and a commitment to adhering to their agreed procedures.

- Children are encouraged to express their creativity through activities such as painting drawing and modelling with a variety of media. Children's language and mathematical thinking is well supported. Staff listen closely to children and respond appropriately. They talk with the children and encourage them to talk about what they are doing and ask questions.

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

- the deployment of staff and the organisation of space at the time of children's arrival to ensure children's safety at all times
- the accessibility of storage to staff in order to make sure that children are not endangered by items falling from the high shelves.
- confidentiality with regard to gathering information and parental signatures

#### **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	improve the use of space with regard to how staff are deployed, how space is managed to ensure safety of children and the safety of storage
14	review arrangements for records with particular reference to confidentiality

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

### How effective is the nursery education?

Penrith Pre-school Nursery is a good nursery where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are experienced, appropriately qualified and have a clear knowledge of the Foundation Stage Curriculum and Early Learning Goals. The short-term, medium-term and long-term plans are clear and well written. Planning ensures that a wide range of activities help children make very good progress across the curriculum. The jungle safari included activities across all 6 areas of learning. Staff could extend children's learning further by developing their references to time. Evaluation of activities informs future planning. Staff record children's achievement as it occurs and this informs assessment of individual children's learning. Available space and resources are well planned and accessible to children, this promotes their independence and self esteem. Children enjoy trips to local places of interest and visiting local speakers, this develops their awareness of the local community and promotes their personal, social and emotional development. Children are well behaved and interaction between staff and children is very good.

The quality of leadership and management is very good. Staff are clear about their roles and responsibilities and compliment each other well. Communication between the committee and staff is very good for example through monthly meetings and informal discussions. Staff meet regularly as a team and are well supported.

The partnership with parents is very good. Parents receive written information about the setting in the form of a booklet and exchange verbal information with staff daily. Parents have access to their child's work, information regarding Foundation Stage learning and receive regular newsletters. Parents receive a home/nursery booklet to keep them informed about their child's learning, participate in nursery on rota and are involved in fundraising.

### What is being done well?

- Interaction between staff and children. Staff take time to listen to and value children's contributions. This promotes children's self esteem and confidence.
- Children are engaged in activities which promotes their learning across the curriculum.
- Available space is well planned and a wide range of resources are accessible to children.
- This enables them to make very good progress across the curriculum.
- Staff make good use of impromptu opportunities to challenge children and develop their learning.

- Children's progress towards the early learning goals is monitored and assessed.
- Staff provide very good imaginary games, music and physical development activities. This encourages children to respond to sounds, movement and stimulates their imagination and language.

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

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Extend the current use of references to time. This will ensure that children's knowledge and understanding of the world is further developed.

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

Very good progress has been made in response to the one point for consideration raised at the last inspection. The subsequent Action Plan now ensures that children are encouraged to develop initiative by helping to tidy away the resources that have been used during the session.

Children regularly clear away resources for example after a craft activity or before registration. Where appropriate, they work together for example two children to carry a box. Staff praise and encourage children to work co-operatively. This contributes towards the children's very good personal, social and emotional development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children express themselves confidently through discussions and activities for example during registration and snack times. This promotes their self esteem and learning. Children take turns and share experiences, views and ideas. They are relaxed, interested and motivated to learn for example when re-potting the plants. Children are well behaved towards each other and staff. They are aware of the needs of others, respect personal space and have a very good sense of their community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good grasp of language and use it appropriately. Impromptu opportunities to develop language and communication skills are used well and this promotes children's learning. Children use accessible writing and handwriting materials and confidently talk amongst themselves and to the larger group. Children are read to and are linking sounds with letters. Children write their names and form recognisable letters in handwriting.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numbers and count in familiar context. They access resources and opportunities that extend their mathematical learning across the curriculum for example, in measuring temperature. Children compare numbers and show an understanding of addition and subtraction. They use mathematical language appropriately and have a good understanding of shape, space and measure for example in knowing which is taller and smaller. They explore volume using different containers in the water tray.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently use IT equipment to extend their learning. They access a range of resources to explore and investigate across the curriculum for example planting Petunia's and measuring Sunflowers. Children learn about other cultures and activities for example in celebrating the Chinese New Year. Impromptu learning opportunities are used well for example, building a tower to develop number work and examining snails to extend children's language.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Effective and flexible planning ensures that opportunities for physical development across the curriculum are maximised for example, using the outdoor area for activities where weather permits. Children have access to a wide range of equipment, tools and activities that promote their physical development for example, the outdoor apparatus and the musical instruments. They move around the available space with confidence and have a good understanding of their health and bodily needs.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children extend their imagination through a wide range of materials and planned activities to promote their creative development for example, during the jungle safari. They show enthusiasm to experiment with ideas and freely bring their own to the process for example "lets split up" when searching for 'animals'. Children use a wide range of resources that enables them to express their feelings for example, in music, song and dance.

**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 improving the following:
- Extend the current use of references to time. This will ensure that children's knowledge and understanding of the world is further developed.

*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.*