



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253992

DfES Number: 500176

### INSPECTION DETAILS

Inspection Date 14/01/2005  
Inspector Name Margaret Elizabeth Roberts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Alburgh with Denton Pre-School Nursery  
Setting Address School Road  
Alburgh  
HARLESTON  
Norfolk  
IP20 0BW

### REGISTERED PROVIDER DETAILS

Name The Committee of Alburgh with Denton Pre-School Nursery  
1060127

### ORGANISATION DETAILS

Name Alburgh with Denton Pre-School Nursery  
Address School Road  
Alburgh  
Harleston  
Norfolk  
IP20 0BW

## 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

Alburgh with Denton Pre-school opened in 1975. It operates from two rooms in a mobile building in the grounds of the local primary school. The Pre-school serves the local area and outlying district.

There are currently 44 children from 2 to under 5 years on roll. This includes 23 funded 3-year-olds and 7 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00hrs and 12:45 until 14:45hrs on a Wednesday afternoon.

Four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Alburgh with Denton Pre-school provides good quality care for children.

The setting has experienced, qualified staff who have a clear understanding of their roles and responsibilities. Procedures are in place to appoint suitable staff but there are none for the vetting of staff. The premises are warm and welcoming to children and the provision has the necessary facilities to provide a range of accessible activities to promote their independence and development in a stimulating environment. Documentation supports the successful management of the setting and records help staff meet children's individual needs.

The premises are safe and secure; staff are aware of hazards and ensure that risks to children are minimal. Most aspects of hygiene are met to a high standard, however, after an activity involving hand and foot painting, children washed in the

same bowl of water and dried themselves on the same towel. The setting provides adequate, nutritious snacks and drinks to promote children's growth and development. Staff treat all children with equal concern, ensuring that their individual needs are met. The children's welfare and safety is supported by the setting's policies and procedures that are followed if abuse or neglect is suspected.

Children's development is promoted in all areas through practical activities and play situations that are supported by staff, who are kind and caring, and value children's contributions. Staff ensure that all children can participate at a level appropriate to their needs. Opportunities to learn about our diverse culture are offered through planned topics and resources. Staff are good role models and set consistent boundaries for children about what is right and wrong, in order that they know what is expected of them and which results in well behaved children.

Partnership with parents is good. Staff work closely with parents to support the children, by welcoming them into the setting and through information sharing.

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

There were no actions to be met at the last inspection.

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

- Staff provide a welcoming and caring atmosphere where children's development is promoted in a stimulating environment.
- There is strong emphasis on equal opportunity throughout the group. Children with special needs have additional support to help them participate in everyday activities.
- Staff are consistent in their approach to children, are good role models and value children's contribution which results in well-behaved children.

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

- the written procedures for the vetting of staff
- hand washing procedures after craft work.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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
1	Produce written guidelines for the vetting of staff.
7	Ensure good hygiene practices are in place regarding hand and feet-washing.

## 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 Alburgh with Denton Pre-school is very good. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage. Planning provides a broad, balanced curriculum covering all six areas of learning and is shared by all practitioners in the setting. Staff provide good quality resources and organise them well to increase children's independence in an interesting and stimulating environment which motivates children to learn. Staff value children's contributions and achievements by showing how pleased they are by taking photographs of finished work such as models. They support children in their play and learning, extending their language and thinking skills with simple open-ended questioning. They are good role models, consistent in their approach to children, resulting in well behaved children.

The leadership and management of the pre-school is very good. The staff team work well together and are confident in carrying out their allocated tasks. Senior staff ensure that everyone knows what is expected of them and support is given to undertake further training. A key worker system is in place and staff assessments of children's progress are recorded in individual children's Foundation Stage Learning Story and used to identify the next steps of learning. All staff are committed to providing a good standard of care and education for all children by holding regular staff meetings and evaluations, which are recorded.

Partnership with parents and committee members are good. Parents are provided with satisfactory information about the provision. The curriculum planning and early learning goals are displayed on the notice board but have not been included in the brochure. Parents are well informed about their children's progress through parents' evenings, informal discussion and written reports.

### What is being done well?

- The stimulating and interesting environment that is provided by staff, who support children in their play and learning, valuing their contribution which motivates them to learn and enables children to make very good progress towards the early learning goals in all areas of learning.
- Staff work well as a team, having a collaborative approach to children's care and education based on the principles of the curriculum guidance for the Foundation Stage.
- The confident approach in what they do and staff's sound knowledge of the Foundation Stage enables them to provide a balanced purposeful curriculum.

**What needs to be improved?**

- children's awareness of space
- the information given to parents in the brochure about the Foundation Stage and early learning goals.

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

At the last inspection the provision was asked to provide challenges in physical development and awareness of health and body. Also to provide activities which increased children's awareness of differing cultures.

Very good progress has been made. Children are fully challenged in all aspects of physical development and the curriculum includes health and bodily awareness.

Well planned topics and visits from people from ethnic minorities ensures children's awareness of our diverse culture is promoted.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have increasing confidence and independence. They explore their surroundings, self-select activities, sustain interest and take pride in what they do. They are able to speak in a familiar group, often initiating a conversation. They show a sense of belonging by hanging up their coats and expressing their needs in appropriate ways. Children play well together, sharing and taking turns. They are kind and caring to one another, respond positively to staff and are very well-behaved.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk and listen to others, respond to simple instructions and can say what they wish to do. Children use speech in small world play talking the activity through with the listener. They handle books carefully, and enjoy listening to stories in small groups, showing interest in the pictures. They have access to mark-making materials, and give meaning to marks, such as "this is my name". They draw lines and circles and engage in hand/eye co-ordination activities such as threading.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in number. They are able to count to four and beyond and know that a nought can also be a zero. They use simple calculation in number rhymes and are able to recognise how many are left if one is taken away. Plans show that children have opportunities to problem solve and use measurement. Children use shape in construction and sustain interest in this activity. They use shape language when using the play dough such as "look at my circle".

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in how things work, have the chance to use all their senses and show curiosity about the natural world when playing in the sensory corner. They join construction pieces together and use tools for a purpose. Children's computer skills are good. They use the 'mouse' adeptly and are able to complete a simple programme, printing out the finished work. Planned topics introduce children to our diverse culture and give opportunity to find out about events in their own lives.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently both inside and out, they are able to negotiate pathways when walking or riding bikes. They are able to move body position, to carry out a task, but are not always aware of the space they require to carry out exercises. They have increasing awareness of how their bodies feel after exercise and recognise the importance of staying healthy. They are skilful when using large and small equipment, particularly one-handed tools, such as scissors.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have the opportunity to explore media through paint and materials, mixing colours and making 3D constructions. Children enjoy music joining in with favourite songs and having access to musical instruments. Their imaginative skills are good. They are able to create their own stories through small world play equipment. Plans show that drama is used and children re-enact favourite stories. They use all their senses and express themselves freely in artwork.

**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 children's awareness of space.
- Information given to parents in the brochure to include the Foundation Stage and early learning goals.

*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.*