



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY254143

DfES Number: 522649

### INSPECTION DETAILS

Inspection Date 20/04/2004  
Inspector Name Mandy Gannon

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cuckoo Meadow Pre-school  
Setting Address Rathbone Pavillion  
North Waltham  
Basingstoke  
Hampshire  
RG25 2BL

### REGISTERED PROVIDER DETAILS

Name The Committee of Cuckoo Meadow Pre-School 1077815

### ORGANISATION DETAILS

Name Cuckoo Meadow Pre-School  
Address Rathbone Pavillion  
North Waltham  
Basingstoke  
Hampshire  
RG25 2BL

## 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

Cuckoo Meadow Pre School formerly Dummer Pre School has been open for a year in it's present location and for thirty years in total. It is situated in the village of North Waltham near to the infant school on the outskirts of Basingstoke. The children attending come from the village and surrounding area.

The pre school is managed by a committee of parents and is registered to provide sessional care for 20 children from two years nine months to five years of age. At present there are 67 children on role, 22 are four year olds and 29 are three year olds in receipt of nursery government funding. The group has consideration for children who have special needs and children for who English is an additional language but currently have no children attending.

Opening times are Monday- Friday 9:15-11:45 and Monday, Tuesday, Wednesday and Friday 12:30-15:00. Six members of staff are employed with four staff at each session. Staff attend regular training and 50% of staff are qualified in early years qualifications. Regular support is received from the early years partnership.

### How good is the Day Care?

Cuckoo Meadow Pre school provides good care for children. The staff show a commitment to regular training and the care and education of the children. The room is well organised and the needs of the children are taken into account allowing them to freely access some resources and move safely. A warm, welcoming environment is provided which is well maintained.

Outside facilities are provided including tennis courts, concrete area, field and park which are all accessible close to the building. An excellent selection of toys and equipment are available suitable for all children and covering all areas of learning. Policies and procedures are shared with parents and regularly reviewed by the committee, some areas of documentation are more limited.

Health and safety is well promoted and regular risk assessments are completed by

the management team. The setting and staff are very vigilant with the regard to the safety of children at all times both inside and outside of the building. A strong emphasis is placed on the individual needs of every child and the staff work with the parents to meet this. Children with special needs have support from within the group and external agencies if required. Up to date child protection training has been attended.

An excellent selection of toys and resources are available providing a wide range of stimulating, exciting activities. Staff listen and talk to children asking questions to make them think. Praise and encouragement is offered by staff, who act as calm role models, having a good understanding of individual needs of the children in their care.

Parents and carers are welcomed into the pre school and close relationships are formed. Parents receive regular information about the group and their child's progress.

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

1st inspection since transitional inspection.

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

- Children are interested and involved in a wide range of interesting activities, covering all areas of learning. They are well supported by experienced staff.
- Adults act as good calm role models, listening and talking to children using praise and encouragement.
- An excellent selection of toys and resources providing an interesting, stimulating environment.
- A strong emphasis on children's individual needs is promoted. Children with special needs have good support and the group have links with outside agencies.

#### **An aspect of outstanding practice:**

A group of children were making play dough, they measured how much flour they would require. They had a jug of water and they added this to the flour and food colouring. Two girls continued to add more water and discussed with staff the changes and differences between their play dough and some of the other children's. They stirred and felt their play dough, staff listened and asked questions to make them think 'what does it feel like?' 'why is it different?' .Other children were rolling their play dough out and then wrapping in cling film to take home, one of the girls asked 'can I take mine home?' 'yes' answered the staff member 'oh "what's the matter?' it will fall out and run over the table' how do you think you could take it home?' 'I could add some more' what would you need more of?' flour then it wouldn't be as runny.' The members of staff allowed the child to continue their experiment and encouraged them to continue and discover.

**What needs to be improved?**

- the procedures for completing the accident book;
- the procedure for obtaining parental permission for emergency treatment;
- policies for child protection.

**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
13	include procedures to follow if child protection allegation made against a member of staff.
14	maintain sufficient detail and confidentiality in accident book.
14	obtain permission to seek emergency treatment.

## 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 Cuckoo Meadow pre school is very good and children are making very good progress in all areas of learning towards the early learning goals. All areas are well planned and children are involved in interesting, stimulating practical activities.

The quality of teaching is very good. Staff have good relationships with the children and manage them well. Activities planned are interesting and resources are used imaginatively, staff understand how children learn. Less experienced staff continue to develop their assessment skills with the support of management team. The outdoor area is used well to promote children's physical development. Children's imagination and ideas are encouraged and well supported by staff.

The leadership and management are very good. The supervisors work well together developing a team that are committed to working together in the best interests of the children, they support each other well and value each others skills. Staff are actively encouraged to attend training and show a willingness to keep knowledge and skills up to date.

The partnership with parents and carers is very good. Parents spend time talking to staff informally about their children and are involved in their children's learning, sharing information on a regular basis. An active parents committee is involved in the management of the pre school. Parents are involved and receive regular information.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration to others. Their calm and polite manner sets a very good example for children.
- Children express their ideas freely and with confidence through interesting, exciting activities.
- Children are confident and independent. They engage in conversation with each other and adults. Adults extend their thoughts and vocabulary through asking questions to make them think.
- Staff confidently introduce mathematics in everyday practical activities.
- Children benefit from effective teaching to help them design and make things. They are encouraged to think independently and review and develop their work.
- Much of the success of the setting is due to a supportive team who work well together, attend regular training and share an understanding and commitment to improvement in early years.

**What needs to be improved?**

- the use of information technology and programmable equipment.
- the improvement and confidence in recording and evaluation of what children are learning by all staff.

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

Very good progress has been made since the last inspection. The staff have introduced a system where parents share information about their child's learning prior to starting pre school. A half termly comment sheet enables a two way system between the pre school and child's home regarding their development, what they are learning and the next steps.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with each other and adults, they show kindness and respect, are polite and courteous. Children are encouraged in independent tasks, take care of their personal needs, such as taking themselves to the toilet, washing hands. Staff praise and encourage children, they are well behaved and reflect positive role models of adults. Children behave well and are taught to share and take turns. They are secure and self confident building their self esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently with each other and adults, they are asked questions to make them think, listen and negotiate and many are confident speakers. Numerous opportunities are provided for children to practise emergent writing in various situations and children confidently make marks. Children enjoy story time which is told in various formats, they enjoy books and enthusiastically enjoy acting out familiar stories. Children recognise their name and beginning to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in mathematics and many children can count to ten and some beyond, they recognise shapes, colours and size. Older children are given opportunities for simple calculations and associated vocabulary. Staff are confident in introducing mathematics in everyday activities such as snack time. Children solve problems through practical thinking to resolve issues. An awareness of weight and capacity is developed by staff using resources such as sand

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes that occur; for example when water turns to ice and melts back to water. Children build confidently with construction sets and make models. They experience opportunities to discover about the natural world through regular use of outdoor facilities. Children have opportunities to use programmable toys although these are more limited. They are aware of their local community and the wider world.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are given a variety of activities inside and outdoors to develop their physical skills. Good use is made of the variety of outside play space and children have a selection of various challenges. They balance, manoeuvre toys, use bats and balls of various sizes and shapes, climbing apparatus, parachute. Children are encouraged to handle and control small objects. For example, they handle scissors, brushes of different sizes, pens, fasteners, chopsticks with increasing control.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children draw and create using "art station" freely. They use their imagination and draw from experiences when acting out 'hospitals'. They enjoy using role play to act out familiar stories. Staff support role play and allow children time to develop their ideas. Children sing simple rhymes with confidence. They use musical instruments to distinguish between loud and soft sounds. Indoor role play activities are varied and interesting.

**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:
- the recording and evaluating of children's learning by all staff.

*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.*