



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY246821

DfES Number:

### INSPECTION DETAILS

Inspection Date 06/12/2004  
Inspector Name Margaret Elizabeth Roberts

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Oaks Pre School  
Setting Address The Mobile, James Bradfield School  
Wretton Road, Stoke Ferry  
Kings Lynn  
Norfolk  
PE33 9QJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Little Oaks Pre-School Committee 1068134

### ORGANISATION DETAILS

Name Little Oaks Pre-School Committee  
Address The Mobile, James Bradfield School  
Wretton Road, Stoke Ferry  
Kings Lynn  
Norfolk  
PE33 9QJ

## 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

Little Oaks Pre-school opened in 1996. It operates from one room in a mobile building, which they moved to in 2003, in the grounds of The James Bradfield Primary School in Stoke Ferry. The pre-school serves the local area and outlying district.

There are currently 38 children from 2 to under 5 years on roll. This includes 18 funded 3-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The pre-school opens five days a week, during school term times. It is open between 9:00 and 11:30 and between 12:30 and 15:00, with extended hours of 8:30 to 9:00, 11:30 to 12:30 and 15:00 to 15:30.

Four part-time and one full-time member of staff work 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 setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Little Oaks Pre-school provides satisfactory care for children.

The setting ensures that people working with children are suitable to do so although the procedure for the vetting of staff is not clear. Experienced and qualified staff, who have a clear understanding of their roles and responsibilities are employed. The premises are welcoming and the setting has the necessary facilities to provide a range of accessible activities, which create an interesting environment. Some of the documentation in place holds incorrect information.

Staff are deployed appropriately and ensure that risks to children are minimal, however the organisation of the collection of children is not effective. Most aspects

of hygiene are satisfactory, but hand washing procedures and table hygiene are not always adhered to. Procedures in place ensure that staff act in the children's best interests if they are taken ill. Snack and meal times are social occasions; but children's independence is not promoted during these times as staff serve the children. Children are treated with equal concern and the environment has been adapted to help all children take part in activities. Staff have undertaken training in child protection but the policy does not give clear guidance on how they may report concerns.

The range of equipment available and planned activities help to develop children's emotional, physical and intellectual capabilities, however there is limited opportunity for imaginative role-play. Children learn about our diverse culture through resources and planned topics. Staff ensure that all children can participate at a level appropriate to their needs. Clear boundaries are set by staff who are good role models, which results in well behaved children who know what is expected of them.

Parents are welcome into the setting and encouraged to become involved by joining the committee. A complaints procedure is in place but does not give details to parents about the regulatory body.

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

Not applicable.

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

- Staff are deployed well and have a good understanding of their roles and responsibilities.
- There is a strong emphasis on equality of opportunity throughout the setting. Children with special needs have individual staff support to help them take part in everyday activities.

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

- opportunities for imaginative role-play
- the children's safety at the end of sessions
- hand washing procedures and children's independence at snack and meal times
- the setting's policies and procedures paying particular attention to the vetting of staff, complaints and child protection.

#### **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**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
12	Include the name, address and telephone number of the regulator in the complaints policy.	06/01/2005
13	Ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee (ACPC) procedures.	06/01/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Plan a range of activities and play opportunities to promote children's imaginative skills on a daily basis.
6	Make sure that premises are secure and that children are unable to leave them unsupervised when parents collect their children, particularly at the end of the morning session.
7	Ensure good hygiene practices are in place regarding hand washing.
8	Consider ways to encourage children's independence at snack times.
14	Review and update all policies to meet the standards, paying particular attention to the vetting of staff, complaints and child protection.

## 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 Little Oaks Pre-school is good. It enables children to make very good progress towards the early learning goals in their mathematical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage and plans provide a broad curriculum, which ensures that all areas of learning are promoted to some degree on a daily basis and show clear learning intentions with guidance for staff to follow. High emphasis is given to mathematical development and staff are confident when presenting this subject, using number in everyday situations, encouraging children to calculate when singing number rhymes and using shape in many activities. A good range of materials and equipment is provided, however mark making and role-play opportunities are limited. Staff show an interest in what children do but they are not always given the opportunity to share news to enable them to reflect on what has been happening to them. Staff build good relationships with children who are well behaved and respond positively to adults and peers.

The leadership and management of the setting is generally good. Staff work well as a team and ensure that students on placement know what is expected of them and feel a part of the group. The setting receives support from outside agencies but does not always act on advice given; staff meetings are minimal and therefore the setting's ability to assess its own strengths and weaknesses is limited. Staff continue to undertake training to ensure that improvements can be made for the care and education of all children

The partnership with parents is generally good. Parents are provided with information about the setting, which includes the early learning goals, they are encouraged to become involved with the setting and find staff approachable.

### What is being done well?

- Children make progress towards the early learning goals within a welcoming environment and staff are particularly confident in delivering the mathematical programme.
- Staff relationships are good, they work well as a team, know what is expected of them and include student placements, encouraging them to take responsibility.
- Staff manage the children's behaviour well; they respect and value the contribution which children make and, as a result, children are well behaved.

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

- the assessing of the settings strengths and weaknesses taking comments made from external advisors into account
- the opportunities for children to use mark making materials, to encourage their writing skills and to access role-play situations, to encourage their social and imaginative skills
- the opportunities for children to share news to reflect on what has been happening to them.

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

The setting has made generally good progress since the last inspection when they were asked to ensure activities were balanced and achievable; to include more detailed information in children's records for attainment and progress; to provide regular opportunities for children to write their names and to associate sounds with rhymes.

The setting now provides a range of balanced activities and ensures that children can participate at a level appropriate to their age and stage of development.

With support from the link teacher the setting has put into place the Foundation Stage learning story which enables staff to record more detailed assessments of children's progress.

Activities for mark making and writing names is still limited and becomes a key issue at this inspection.

Regular opportunities are now given for children to associate sound with rhyme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy what they do and sustain interest in self-chosen activities. They have a sense of belonging to the group, separating from parents and carers happily. Children play well together, taking turns and sharing, they relate positively to staff and are well behaved. They have personal independence; are able to put on their own coats, take themselves to the toilet and take pride in their own achievements. However their independence at snack time is inhibited due to adult intervention.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well, they are able to listen to others and respond to simple instruction. They use language for thinking in small world play, talking through what they are doing. Children listen attentively to stories and know that print reads from left to right. They enjoy rhyming songs and are beginning to sound out letters. Older children are beginning to form recognisable letters, however opportunities for mark making are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in number, they count to six and beyond and recognise written number. They use number in everyday situations, enjoy number rhyme using calculation during this time, working out how many cakes are left in the baker's shop. Children show an awareness of shape and are able to comment on the shapes within the environment. They construct with a variety of materials and sustain interest in this activity, commenting on the pattern when they have completed a piece of work.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore their surroundings with interest, noticing and commenting on shapes in the room. They use tools with a purpose in mind and can make self-propelling toys. Children show an interest in IT and can complete a simple programme on the computer. They use programmable toys, switching them on and off. Through planned activities they find out about the world in which they live, but do not openly talk about things that have happened to them.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently around the premises both inside and out, climbing, running, jumping or hopping. They are able to negotiate pathways when running, walking or riding bikes. They enjoy musical movement giving others space to move and can hold a fixed position when the music stops. Children are able to use a range of large and small equipment, they use scissors with care, but have limited opportunity to use one handed tools. Plans show that children use malleable materials such as dough.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy painting and construct in three dimensions. Displays which are presented show that children use a variety of materials to create pictures and collages. They enjoy music and respond to sound with bodily movements. With staff support children use the small world play equipment, but they have limited opportunity for role-play such as dressing up or the home corner. Children show interest in what they see and feel, often using facial expression to demonstrate what they mean.

**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**

- improve the assessment of the setting's strengths and weaknesses, taking into account the advice from external advisors
- improve the use of resources to promote children's skills in mark making and imaginative play
- introduce opportunities for children to share news and what has been happening to them.

*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.*