



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305080

DfES Number: 515714

### INSPECTION DETAILS

Inspection Date 19/06/2003  
Inspector Name Denise Perry

### SETTING DETAILS

Setting Name Guilden Sutton Pre-school  
Setting Address Guilden Sutton Village Hall  
Chester  
CH3 7SW

### REGISTERED PROVIDER DETAILS

Name . Guilden Sutton Pre-Sch Committ

### ORGANISATION DETAILS

Name  
Address

## 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

Guilden Sutton Pre-school opened in 1985. It operates from a large room in the village hall which is situated in Guilden Sutton, near to the city of Chester. Children also have access to toilet facilities and the local primary school's outside playing areas. The pre-school serves the local community. The pre-school is registered to provide care for a maximum of 26 children aged from 2.5 to 5 years. There are currently 43 children on roll. This includes 13 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. None of the children attending have been identified as having special educational needs and all speak English as their first language. The group operates for 5 sessions a week during term time. 1 full time and 5 part time staff work with the children. 3 have early years qualifications, 1 is currently on a training programme and 2 are due to start training programmes in September 2003. The group supervisor is a qualified teacher and holds a NVQ3 in childcare and education.

### How good is the Day Care?

The pre-school setting provides good care for the children. Staff work well together as a team and are clear about their roles and responsibilities. They attend training courses to maintain their professional development. Staff provide a warm, friendly and secure environment to help children develop their confidence and independence. Staff meet children's individual needs and promotes their welfare through providing an exciting range of stimulating activities and play opportunities. Children are involved in a wide range of planned and free play activities both inside and outside and on visits and outings. The environment is bright and welcoming and large enough to give free scope for movement. Toys and equipment provided are age appropriate and help to create an accessible and stimulating environment. Staff give high priority to children's safety both inside and outside the setting. Risk assessments are carried out on a regular basis and any risks identified are addressed. Staff are aware and follow procedures which are outlined in comprehensive safety policies. The premises are safe, secure and suitable for their purpose. Staff's handling of children's behaviour is consistent and developmentally appropriate. They actively encourage good behaviour through praise and

encouragement. The group's behaviour management statement does not reflect current practice and should be extended to acknowledge appropriate methods used to manage children's behaviour. Staff also help children to understand the effects their behaviour may have on others and encourage children to share and be kind to one another. Staff work in partnership with parents to meet the needs of children, both individually and as a group. Regular information is given to parents about activities provided for the children through wall displays, examples of children's work, parental rota, newsletters, written policies, open days informal chats at the end of each session.

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

All actions raised at last year's inspection have been effectively addressed. They are; Record of attendance to include children's times of arrival and departure - times now recorded in the daily register. Obtain written permission from parents for seeking emergency medical advice or treatment - obtained and added to registration sheets. Record books must maintain confidentiality - single entries now recorded. Keep a record of significant incidents - book maintained. Provide evidence that gas and electricity appliances conform to safety requirements - certificates of inspections provided. Revise group's equal opportunities and special needs policies - up-dated policy established. Extend complaints policy to include the regulators name, address and telephone number - up-dated and includes Ofsted's details. Provide opportunities for staff to share written information on children with parents - newsletters sent out and informal chats to inform parents of records kept and invited to come and look. Obtain a copy of the ACPC - written materials obtained from the Local Authority. Notify Ofsted of significant changes - staff/committee changes reported to Ofsted.

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

The setting meets the required adult:child ratios and qualification criterion. Staff training needs are identified and actioned, to help ensure that staff maintain an appropriate skill base for the care of the children. (Standard 2) The setting meets children's individual needs and promotes their welfare. Staff plan and provide a wide range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities. (Standard 3) The premises 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 welfare. (Standard 4) The provision provides a range of safe and well maintained furniture, equipment and toys to meet the varying needs of children. (Standard 5) Positive steps have been taken to promote safety within the setting. (Standard 6) Staff know about strategies for dealing with children's behaviour and are consistent in their approach. Staff use distraction, discussion, praise and encouragement. (Standard 11) Staff work in partnership with parents to meet the needs of children. (Standard 12)

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

the records of visitors and the behaviour management statement.

<b>Outcome of the inspection</b>
Good

## WHAT NEEDS TO BE DONE NEXT?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
14	Ensure written statement on behaviour management includes appropriate methods used to manage children's behaviour. For example, distraction, discussion, praise and reward.
14	Extend written records of visitors to include the time of arrival and departure.

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

### **How effective is the nursery education?**

Guilden Suttan Pre-School offers very good nursery education where the children enjoy learning through a wide range of interesting activities. Children are making very good progress towards the early learning goals in all six areas of learning. The quality of teaching is very good. Staff have a very good knowledge and understanding of the foundation stage which informs planning covering all areas of learning. Staff have clear roles and responsibilities. Very good organisation of resources and staff enables both three and four year olds to make very good progress. However, further consideration is required to ensure that routine tasks do not disrupt the children's learning. Staff ensure that the children are treated as individuals which enables their specific needs to be met. Staff know the children very well and are competent in assessing their learning. The leadership and management is very good. The management team liaise closely with staff and give clear direction to ensure that the aims of the pre-school are met. Staff provide a wide range of activities for the children which are stimulating and exciting. The programme of activities is balanced to ensure that all areas of learning are covered. Partnership with parents is very good. Parents receive a number of newsletters and written information about their children's day to day activities. Parents are given very good verbal feedback at the end of each session. They are encouraged to participate as parent helpers. Further consideration is required regarding clarifying the role of parent helpers in relation to the responsibilities for managing behaviour. Staff discuss the children's learning consistently throughout the children's attendance and are fully committed to working in partnership with parents.

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

Children are making very good progress in all six areas of learning. Their consideration for others, self confidence and self esteem is successfully enhanced as individuals. The wide range of exciting and interesting experiences and activities that the staff provide for the children which help the children to consolidate their learning in all areas. The very good leadership and management which is underpinned by a very good knowledge and commitment from staff to all the children's learning. Relationships with parents where information is given and received which ensures that children are looked after in accordance with parental wishes. Boundaries that staff set in relation to behaviour management. Links with the primary school to use facilities and ease the transition from pre-school

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

the organisation of the daily routine to ensure that routine tidying away of furniture and resources does not disrupt the children's learning. agreements with parent helpers regarding roles and responsibilities during the session to ensure consistency regarding behaviour management.

<b>What has improved since the last inspection?</b>
Daily record sheets which are reviewed at the end of each term to ensure that all the areas of learning have been covered. Information of individual sessions to ensure that parents are aware of the daily activities. This is done verbally before the end of each session to all parents prior to them collecting their children. Updated policy for special educational needs and a defined member of staff for this area.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children have making very good progress in personal, social and emotional development. They demonstrate a sense belonging and pride in their own achievements. Children are eager to explore the local community. Good personal, social and emotional learning opportunities are integrated throughout the curriculum. The children are keen to join in activities and show interest and commitment to learn. Children are confident, happy and caring of each other. The children are well behaved.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children are making very good progress in communication, language and literacy. They are confident in their writing skills. They hold meaningful conversations with each other and adults. Children enjoy listening to stories, which are read well. However, story time is sometimes disrupted by clearing away of resources. Children freely select and use books from a well presented and variety of books. Children are handling books with competence and with interest.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress in mathematics. They are competent counters. There are good opportunities for children to make patterns, connect, and begin to problem solve. Staff use mathematical language. Children are confident in their knowledge of colours, they are able to match shapes in activities and are competent in comparing sizes. Activities are adapted to meet the differing needs, development stages and learning for each child. Staff know the children's individual abilities.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children are making very good progress in the area of knowledge and understand of the world. They explore both outside and within the pre-school. They investigate a range of malleable materials. Children are able to design and construct. Children access technological and communication equipment and are using programmable toys to support their learning. Children understand the difference between past and present and are learning about their own cultures and beliefs and those of others.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children making very good progress in physical development. They are able to judge body space in relation to others with ease. They move freely and with confidence. Staff encourage the children to persevere when developing new skills. Children are able to use small tools and materials with competence and are	

<p>developing good hand and eye co-ordination. Good range of equipment is used. Children are learning about their bodies and being healthy.</p>
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<b>CREATIVE DEVELOPMENT</b>	
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Judgement:	Very Good
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<p>Children are making very good progress in creative development. They are engaged in a wide range of role-play situations. Children use one handed tools and equipment easily and can construct vertically and horizontally. They work on a large scale and in smaller groups with confidence. Children are able to communicate their ideas and feeling well and use their imagination and experience to construct models which are three dimensional. Musical instruments enhance the children's learning.</p>
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
There are no significant weaknesses to report, but consideration should be given to improving the following: ensure that the organisation of the daily routine to ensure that routine tidying away of furniture does not disrupt the children. define agreements with parent helpers regarding roles and responsibilities during the session that they attend to ensure consistency of approach to behaviour management.

## **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.*