



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106381

DfES Number: 517423

### INSPECTION DETAILS

Inspection Date	01/07/2002
Inspector Name	Barbara Hollis

### SETTING DETAILS

Day Care Type	
Setting Name	Swimbridge Pre School
Setting Address	The Old School Room Swimbridge Barnstaple Devon EX32 0PR

### REGISTERED PROVIDER DETAILS

Name	Swimbridge Pre-School 1025899
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### ORGANISATION DETAILS

Name	Swimbridge Pre-School
Address	The Old School Room Swimbridge Barnstaple Devon EX32 0PR

## 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

Swimbridge Pre-school has been in operation since 1984, serving the rural community in and around the village of Swimbridge, near Barnstaple. It is a registered charity, managed by a voluntary committee of parents. The Pre-school opens between 9.30am and 12pm, Monday to Friday and is registered to take up to 12 three to five year olds.

The Pre-school employs four staff, three of whom have an appropriate child care qualification. Two staff are available at each session and one parent helper.

Nine three-year-olds and five four-year-olds attending the pre-school are in receipt of nursery funding. At the present time there are no children attending who have identified special educational needs or for whom English is an additional language.

### How good is the Day Care?

### What is being done well?

### What needs to be improved?

### Outcome of the inspection

## 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
2	Devise procedures to be followed in the event of a child being lost or a parent failing to collect a child.	01/12/2002
6	Ensure that there are operational proceedings for the safe conduct of any outings provided.	01/12/2002
7	Obtain written consent form parents to the seeking of emergency medical advice or treatment.	13/09/2002
12	Update the complaints procedure to include the address and telephone number of the regulator (OFSTED).	01/12/2002
13	Ensure that all of the staff are aware of their responsibilities and the procedures they should follow when they suspect a child is at risk. This should include the procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	01/12/2002
2	Produce an operational plan which is available to parents.	01/12/2002

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

### How effective is the nursery education?

Swimbridge Pre-school offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good and very good in the area of personal, social and emotional development. Staff have good knowledge of the foundation stage and plan an interesting and appropriate range of practical activities to help children learn. There is a good range of equipment which is used effectively and imaginatively to support children's progress in all areas of learning

Children would benefit from more opportunities to share books individually with adults and in small groups. The small size of the hall and the lack of an outside play area means that children do not have the opportunity to play energetic games.

Staff have high expectations of children's behaviour and achievement. They set clear boundaries for the children who are given lots of praise and encouragement to learn new skills. Children are encouraged to be independent and to be polite and considerate. They are confident and eager to learn.

Staff know the children very well and are able to use this knowledge to plan what the children should do next. They have introduced an assessment system which they now need to consolidate. They extend and adapt activities for individual children.

Leadership and management are generally good. The pre-school benefits from the strong leadership and experience of the supervisors. They are supported by a new committee of parents who are keen to carry out their responsibilities. They are aware that they need to develop their role in evaluating and reviewing the effectiveness of the pre-school's practice.

The partnership with parents is generally good and contributes to children's progress towards the early learning goals. There is a parent helper present at every session and they are given guidance about the purpose of activities. Parents evenings have recently been introduced.

### What is being done well?

- Children's personal, social and emotional development is excellent. Children are confident, articulate and eager to learn.
- Staff have high expectations of achievement and behaviour and as a result children have good self esteem and behave well.
- Staff's clear understanding of the early learning goals results in well planned activities which engage and challenge the children.
- Staff's detailed knowledge of individual children enables activities to be

adapted or extended to ensure the needs of all the children are met.

- There are lots of opportunities to reinforce learning through the daily routine.

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

- Opportunities for children to enjoy sharing books with adults on an individual basis or in small groups.
- Children's freedom to move with pleasure and confidence in a wider range of ways, such as running, jumping, racing and chasing games.

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

Parents are now more actively involved in their children's learning and more effective use is made of parent helpers.

The assessment system has been improved so that children's progress towards the early learning goals can be assessed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Staff have high expectations of children's behaviour and set clear boundaries. They listen to children, show patience and give clear explanations. As a result children are very well behaved, confident, articulate and eager to learn. They are encouraged to be independent and look after their own needs and be sensitive to others. Children concentrate and work well individually and as part of a group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Most children are articulate with a good vocabulary and are confident speaking even within a large group. They recognise their names on name cards and attempt to write their names on their work. Children listen with enjoyment to stories in a large group and enjoy singing familiar songs and rhymes. There is not sufficient opportunity for children to share books with adults individually or in small groups.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children have many opportunities to say and use number labels in familiar contexts. Many children can count up to 10 and they are beginning to understand simple mathematical concepts. They learn about a different number and shape every week and have a good understanding of size and positional language. Mathematical learning is consolidated through everyday play activities such as trying on sun hats and comparing sizes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children have lots of opportunities to learn about the natural world and their environment and to explore the features of living things. They have opportunities to develop their designing and making skills in practical activities, such as making sun visors. Children learn about their own cultures and beliefs and those of other people. There are good resources promoting positive images of diversity.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in physical development is generally good. Children show good awareness of space and learn to move safely and with confidence. They are able to use and handle tools and materials with increasing confidence. They use a range of equipment to increase their physical skills, such as bean bags, hoops and tunnels. They learn about keeping healthy through topics such as sunny weather and healthy foods. Lack of space limits energetic physical activities.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in creative development is generally good. Children have good opportunities to learn about colour, shape and texture. The colour of the week is reinforced throughout the session. Children enjoy good imaginative play and dressing up in the home corner. There are good resources to support role play and imaginative play. Children have opportunities to listen to music and join in familiar songs and rhymes. They use musical instruments to look at how sounds change.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- Provide opportunities for children to enjoy sharing books with adults on an individual basis or in small groups.
- Explore possibilities for children to have sufficient space to move freely, with pleasure and confidence and in a wider range of ways, such as running, jumping, racing and chasing games.

*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.*