



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 130556

DfES Number: 580048

### INSPECTION DETAILS

Inspection Date	23/09/2004
Inspector Name	Hilary Preece

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Orbital Pre School
Setting Address	Orbital Community Centre Haines Way Watford Hertfordshire WD25 7QU

### REGISTERED PROVIDER DETAILS

Name	Ms Kim Bennett
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## 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

Orbital Pre-school has been registered since 1992 when the Children's Act came into force but has been in operation for 27 years altogether. It operates from four rooms on the first floor of Orbital Community Centre in Garston. There is a safe and secure outdoor play area located on the first floor roof terrace. The pre-school serves the local area.

There are currently 45 children from 2 years to under 5 years on roll. Children start attending in the term of their third birthday. This includes 25 funded three year olds and six funded four year olds. Children attend a variety of sessions. The setting supports a small number of children who have special needs and who have English as an additional language.

The group opens five days a week during school term time. However, in the spring term from January to April this usually drops to four days week. Sessions are from 09:15 until 11:45. There is the option of attending a lunch club where children can stay until 13:15.

Eight staff work with the children. The majority of staff have early years qualifications to NVQ level 2 or 3 and all have attended some early years training. One new member of staff will be commencing a recognised early years qualification. The setting receives support from a special needs teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Orbital Pre-school provides good quality care for children. The provision is effectively managed and the staff work very well as a team. They attend regular training to ensure that their skills and qualifications are kept up to date. Staff generally provide a stimulating and well-resourced environment within three main rooms. However, more attention could be given to ensuring that all rooms and the outdoor area are fully utilised. The provision has developed a comprehensive set of policies and procedures. Most of these are appropriate.

Safety is given a high priority and there are thorough procedures in place to ensure that the environment is safe. However, fire safety procedures need to be developed further. Staff are proactive in promoting good health and hygiene through daily routines and topic work, and children are provided with a nutritious mid-morning snack. They enjoyed a range of fresh and dried fruits during healthy eating week. Staff's knowledge of child protection issues is sufficient and a more robust policy has just been developed. The manager has now agreed to ensure that this is fully understood and implemented throughout the provision

Staff provide a wide range of age-appropriate activities and outings for children that are planned around themes. Staff interact well with children and help them develop and learn by providing appropriate support. The group has a fully inclusive approach. Staff are particularly good at recognising and meeting children's individual needs and additional support is given for children with special needs to enable them to take part in activities and routines. There are very clear and consistent boundaries for behaviour that are understood by children and parents alike.

The pre-school values its partnership with parents and is respected in the local community. The staff are welcoming and provide comprehensive information for parents.

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

At the last inspection, the group agreed to make the fridge safe, make the perimeter of the garden safe and amend policies to include the correct contact numbers and name of organisations to contact.

A lock on the fridge now ensures that children do not have access to it and the garden is no longer used by the children at pre-school. However, children do have access to a secure outside play area on the first floor. The group has developed its policies and, as a result of further discussion at this inspection, is now clear about organisation names and contact numbers. These will now be made readily available.

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

- There are good staffing levels in place that include an effective key worker system. This enables a high level of interaction between staff and children at all times. Staff are always well deployed and have clearly defined roles and responsibilities that help the provision run smoothly.
- The staff plan an interesting range of activities and outings that promote children's learning and understanding of the world around them. For example, the children enjoyed making fresh vegetable soup and were looking forward to a nature walk in the local environment.
- The staff skilfully ensure that children are treated equally and their individual or special needs are met appropriately. They have a good settling in procedure for new children and use their knowledge of the family background to provide a link between home and school. This enables children to feel secure.

- The staff promote and value good behaviour by acting as good role models to children and offering lots of praise. Children are encouraged to behave well and are learning to be polite, well-mannered and independent.
- There is an excellent partnership with parents. Parents are kept well informed about the care and education provided for their children through a comprehensive parents information pack, a well presented notice board and regular newsletters. Staff encourage parents to get involved and support their child's learning and all parents questioned were very happy with the care provided.

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

- the utilisation of all areas of the provision
- fire safety recording procedures
- daily attendance recording procedures.

#### **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
4	Plan an appropriate and stimulating environment that encourages children to explore all available areas and resources. This refers in particular to the pre-school room and outdoor area.
6	Ensure that fire drills are recorded in detail in a Fire Log Book.
14	Ensure the daily record of attendance includes the time of arrival and departure of children, staff and visitors if this differs from the normal session times.

## 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 Orbital Pre-School is of good quality overall. Children are making very good progress towards the early learning goals within their personal, social and emotional development, mathematics, physical and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the early learning goals. Curriculum plans give due emphasis to the majority of areas, although the outside play provision is not fully utilised. They ensure children are grouped appropriately and challenged effectively through skilful questioning and extension activities. There is good support for children with special educational needs. Staff promote positive role-models which is reflected within children's behaviour, they are on the whole polite and co-operative.

Staff are maintaining informative assessments on children's learning, these are backed up by valuable photographic evidence for parents. Assessments are effectively utilised to plan for children's future learning opportunities.

The leadership and management of the pre-school is generally good. The manager has established a committed team of staff who work well as a team. There is a positive attitude to on-going training and improving practice through staff meetings and self-evaluation. The staff team have worked hard to develop and improve their systems of planning, although better use of resources including the outside play area would be beneficial. The manager is committed to working in partnership with outside agencies to ensure all children's needs are being met appropriately.

The partnership with parents and carers is very good. They receive high quality information about the pre-school, its procedures and routines. They feel well-informed about their children's achievements and how they can support their learning. Parents value the care and education their children receive.

### What is being done well?

- Children's personal, social and emotional development is given high priority. They are developing their self-confidence and positive self-esteem. Children are happy and eager to learn. They are forming close peer friendships, they show care and sensitivity to each other. Children have developed secure relationships with staff.
- Staff ensure that children are developing excellent mathematical concepts in a fun and practical way. Children are very confident to practice their knowledge of counting, matching and quantity during planned and free chosen activities. Thus they are making very good progress within this area of their development.

- Children's creative development is effectively fostered through the provision of well planned activities and accessible resources. Children independently access painting, sticking and sand resources. They enthusiastically enact imaginary roles within the role-play shop and home corner.
- Staff plan a varied and stimulating range of activities to promote children's learning. They provide high staff ratios which allows for excellent support and extension. Children are encouraged to think, question and make predictions during their small group activities. They receive ample praise and encouragement which supports children to take initiative.
- The nursery is warm and welcoming to children and their parents. The staff team have established close links with parents and carers and encourage them to be involved in their children's learning. Parents are happy to participate within outings and contribute items to support topic work.

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

- the opportunities for children to observe correct letter formation within a writing area that is fully accessible and stimulating to the children.
- children's independence in accessing ICT resources on a more regular basis. This refers in particular to the available computer that is only used once a week.
- curriculum planning, to ensure that staff are encompassing the outside play area to promote all aspects of children's learning. The available space should be seen as an extension to the indoor learning environment.

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

The pre-school has made very good progress in addressing the one key issue raised at their last inspection.

They were to provide a range of resources; which represent the diversity of cultures and traditions in our society. Children now benefit from a broad range of multi-cultural resources which they can access independently within their role-play and through more structured activities. From my observation of photographs, children delighted in using chopsticks to eat noodles during their celebration of the Chinese New Year.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive within the provision confidently, they settle quickly into their focussed groups. They are developing effective concentration skills, they watch carefully as the cards are replaced during a game of matching pairs. Children can wait their turn and delight in both their peers and their own achievements. Children competently utilise their environment and resources purposefully. Their sense of community is fostered sensitively through topics and resources within their environment.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they are keen to share their knowledge of the letter and sound of the week during small group sessions. They enjoy listening to stories with the use of props rather than conventional books, and keenly offer suggestions as to what might happen next? Children recognise their name cards and labelled coat pegs, some can observe their peers names. Children have access to a small writing area, however this was not utilised, more visual aids would be beneficial.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy singing number songs and counting within practical situations. They are confident to count how many boys and girls are present, and how many children there are in total. Children explore the concepts of smaller and greater numbers and can express which number comes next and before. They can make valuable observations as to which ingredients are heaviest and lightest during an activity utilising an old fashioned weighing scale. Children complete complex puzzles with growing skill.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are currently exploring the changes that Autumn brings. Local walks are utilised to encourage children to observe their natural world. Children enjoy making vegetable soup and see how this becomes liquid once it is blended. They have opportunities to build and construct with a variety of materials. Children have access to ICT resources, however this is limited. They can discuss past and present events in their lives. Children learn about their own and other cultures during topics.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have daily opportunities to develop their physical skills, they climb apparatus confidently and show good co-ordination when utilising wheeled resources. Children have spatial awareness, parking their bicycles in a line and finding a space during a movement session. They are learning about the importance of healthy eating and keeping their bodies fit through exercise. Children's finer manipulative skills are developing through valuable cutting, threading, and painting activities.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children can explore colour; texture; shape and form through a broad range of creative activities. They experiment with colour mixing and making 3D pictures with dried pasta and shiny paper. Children thoroughly enjoy moving their bodies to music and singing along to favourite rhymes. They are excited to make their bodies grow into large peas and then go pop when they are ripe. Their imagination is effectively fostered through well-equipped role-play, children play purposefully within this area.

**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 opportunities for children to observe correct letter formation within a writing area that is fully accessible and stimulating to the children.
- extend children's independence in accessing ICT resources on a more regular basis. This refers in particular to the available computer that is only used once a week.
- develop curriculum planning, to ensure that staff are encompassing the outside play area to promote all aspects of children's learning. The available space should be seen as an extension to the indoor learning environment.

*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.*