



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 143058

DfES Number: 519696

### INSPECTION DETAILS

Inspection Date	14/07/2003
Inspector Name	Joyce Bowler

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Waterloo Road Community Pre-School
Setting Address	Methodist church Waterloo Road Wellington Somerset TA21 8JQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Waterloo Road Community Pre School Committee
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### ORGANISATION DETAILS

Name	Waterloo Road Community Pre School Committee
Address	Waterloo Raod Community Pre School Methodist Church Waterloo Road Wellington, Somerset TA21 8JQ

## 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

Waterloo Road Community Pre-School is held in rooms of the Methodist Church. It is situated in a residential road within the small town of Wellington.

It is registered to provide full day care for 26 children aged two to five years. It is open from 09:00 to 15:15 on Mondays, Tuesdays, Thursdays and Fridays and from 09:00 to 12:45 on Wednesdays during term time only. Overnight care is not provided.

There are 60 children on roll. This includes 23 four year old and 36 three year old children in receipt of funding for nursery education. They have one child with special educational needs.

None of the children attending has English as an additional language.

There are eight staff working at the pre-school. Three of these hold early years qualifications and five are on courses to upgrade their qualifications. Three members of staff are awaiting further training.

The group is a member of the Pre-School Learning Alliance and receives support from their fieldworkers. They also liase with Foundation Stage advisers attached to the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Waterloo Road Community Pre-School provides satisfactory care for children aged from two to five.

Actions taken following the last inspection have resulted in an operational plan which supports the running of the group. Documentation has improved, however some of the existing policies give out of date information regarding the regulation of child care. The staff and committee are reviewing all policies and procedures over the summer holiday period for adoption at the annual general meeting in October 2003.

Staff show a commitment to upgrading training. They make good use of space, indoors and out, and of resources available.

Staff provide a very welcoming and friendly environment in which children can play and learn. They ensure that all children, including those with special needs, are included in activities.

There is a good emphasis on the everyday assessment of possible hazards at the pre-school premises. However, all fire doors are not always kept closed.

The daily routine allows for a good range of activities across all areas of learning. Staff provide interesting play situations and a mix of resources during the day. They are enthusiastic and encourage children to have fun, join in and to enjoy their time at the pre-school. Behaviour standards are very good.

The partnership with parents is satisfactory. There is a well established practice of sharing information informally at the start and end of sessions. Staff know the children well. Some information regarding the provision is not shared fully with parents. The review of policies is intended to ensure that all parents are provided with up to date and accurate information.

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

At the last inspection the provider agreed to address nine issues relating to documentation, health and safety, and the meeting of staff qualification requirements.

Good progress has been made in dealing with these issues.

Staff now keep a visitors book, all staff records are kept on the premises during operation, a full risk assessment has been carried out and they have a sound recruitment and selection procedure. An action plan details a strategy for staff to complete current training programmes and for other staff to start on new courses.

The supervisor is named as the person with responsibility for behaviour management.

All policies, procedures and documentation of the administration of medication meet requirements.

By liaising with the Church authorities the pre-school has ensured that all hazardous materials are inaccessible to children.

Some policies and procedures are shared with parents but only in an abbreviated form. Ofsted is not named as the new regulator to replace Social Services. This issue remains in part to be carried forward as part of this inspection. Staff intend to provide parents with information regarding the new policies following the annual general meeting of the committee in October 2003.

### What is being done well?

- Staff offer a friendly welcome to children. They are creating interesting, fun and engaging sessions. In turn children are enthusiastic learners who enjoy coming to the pre-school.
- Staff have established a good risk assessment system for everyday use to ensure that safety is maintained.
- Staff ensure that all children with special needs are included fully in the pre-school. They have a good regard for the Code of Practice for Special Educational Needs and liaise with relevant agencies. They ensure that children's individual needs are met by adapting activities to meet them. They make good use of Somerset Total Communication throughout the pre-school day.
- Behaviour at Waterloo Road Community Pre-School is exemplary. Staff put a good emphasis on establishing rules for acceptable behaviour within the group, according to the age of each child. They give good guidance and encourage manners and co-operative play.

### What needs to be improved?

- availability of policies in their entirety for parents;
- some information in policies;
- use of one fire door.

### 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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Seek advice from the fire safety officer regarding the use of fire doors.

12	Ensure parents have access to a full set of up-to-date policies and procedures.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Waterloo Road Community Preschool offers good quality provision helping children make generally good progress towards the early learning goals. Very good progress is made in Personal, Social and Emotional, Physical and Creative Development.

The quality of teaching is generally good. Staff have an understanding of the Foundation Stage and plan activities which in general cover the six areas of learning. However planning is not specific to the stepping stones in the Foundation Stage and the learning intentions are not identified. Assessment is not used to inform planning to take into account children's differing abilities. There is a good range of resources available and a variety of activities are offered, although staff are not always deployed effectively to promote children's learning in some activities. Staff management of behaviour is very good and all staff are consistent in their approach. Children are generally well behaved.

Leadership and management is generally good. Staff and committee are aware of the roles and responsibilities within the group and work well together as a team. Staff are committed to ongoing training to ensure that the group remains up to date with relevant knowledge and information. However evaluation of the effectiveness of the nursery provision is limited. Assessments could be better used to ensure progress is being made in all areas. Staff have established good relationships with reception teachers of the local primary schools.

Partnerships with parents has significant weaknesses. Parents are encouraged to become involved by helping within the group sessions. Parents feel well informed about the group, however no information is available regarding the foundation stage and the six areas of learning and there is a lack of opportunities for parents to discuss children's progress.

### What is being done well?

- Children are developing good personal independence. They are able to make decisions for themselves. They choose when to have snack and spread their own toppings. They are developing confidence and self esteem.
- Children are adept when using tools and equipment. They show precision and control when using tools and materials. They are able to use equipment with confidence and dexterity.
- Children are offered ample opportunities to express themselves through art and craft activities. They freely express their thoughts and feelings during role play activities.
- Staff are clear and consistent in their expectations and management of behaviour. Staff are good role models and children are well behaved. Children are developing very good relationships and early friendships are

being formed.

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

- Planning to link with the stepping stones in the Foundation Stage curriculum.
- Use of assessment to inform planning.
- Deployment of staff in activities to ensure children gain from activities and experiences.
- Opportunities to inform parents of children's progress and achievements.

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

The preschool has made limited progress since the last inspection. The supervisor of the group has changed since the last inspection.

Staff appraisals now take place and training needs are identified and addressed. Staff are currently undertaking Diploma in Pre School Practice and NVQ early years Childcare and Education level two and three.

Staff provide books daily for the children to read and use as a means of information. Books are regularly rotated, due to lack of display space and children were seen to be actively enjoying books.

Opportunities for children to sort, match, order, sequence and order everyday objects in addition to playing mathematical games is still ongoing and opportunities are still limited. Ongoing also is the use of everyday situations to make children aware of simple number operations for addition and subtraction. Progress in this area has been limited.

Opportunities for parents to see children's records and for parents to contribute by discussing children's learning at home are still limited. The group operates an open door policy but parents are still not actively encouraged to discuss children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They are developing self confidence and self esteem. Children are developing good personal independence and are able to make choices for themselves in relation to activities and free play sessions. Children independently choose when to have their snack. Children are developing very good relationships with staff and peers. Close friendships are being formed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Generally good progress is being made, children are able to talk and interact with staff and each other. They enjoy books and regularly choose books to share with adults and peers. Most children are able to recognise their written name. However opportunities for mark making and emergent writing skills either planned or naturally occurring are limited. The teaching of writing is mainly during rising fives sessions. There is also a lack of opportunity for children to link letters with sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. Children regularly count to 20 and beyond during large group activities. Children are developing a concept of size and shape knowing more tissue paper was needed to make the fish fatter. Older children can recognise 1 - 8 in digit form and use this information to sequence pictures. However children are given few opportunities to calculate and solve simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress. Through topics covered children are given opportunities to investigate and understand the environment around them. They have discovered with snow how liquids freeze when very cold to form ice which later melts when warm. Children are developing an understanding of the community in which they live and the role of different individuals. Opportunities are provided for children to know about and use everyday technology, though these are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They show confidence and dexterity when using outdoor equipment like peddle bikes, scooters and cup stilts. They are able to use equipment safely. They show a good awareness of space and others and move between activities with confidence and control. They show precision and control when using tools and materials, like knives, when spreading toppings at snack time. They are developing a good understanding of keeping themselves healthy.



CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress. They use their imagination well in music, art, craft and role play activities. Children are offered ample opportunities to express themselves through art and craft. Children are confident to express their thoughts and feelings through role play, stating they did not like the feeling of wet sand between their toes. Children are regularly offered opportunities to use construction materials like Duplo and stickle bricks.</p>	

**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**

- Develop planning to link with the Foundation Stage curriculum and develop the use of assessment to inform planning in order to address individual learning needs.
- Review the deployment of staff in activities to ensure children gain from activities and experiences.
- Provide opportunities to inform parents of children's progress and achievements.

*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.*