



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 302875

DfES Number: 583649

### INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Sarah, Louise Gilpin

### SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Ward Green Pre School Ltd
Setting Address	Vernon Road Worsbrough Barnsley South Yorkshire S70 5HJ

### REGISTERED PROVIDER DETAILS

Name	Ward Green Pre School
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### ORGANISATION DETAILS

Name	Ward Green Pre School
Address	Vernon Road Worsbrough Barnsley South Yorkshire S70 5HJ

## 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

Ward Green Pre-School Limited opened in 1987. It operates from a pre fabricated building that is situated in the grounds of Ward Green Infant and Junior School in Ward Green, Barnsley. It serves the local community and wider communities.

There are currently 38 on roll. This includes four funded four-year-olds and 11 funded three-year-olds. Children attend for a variety of sessions. The group supports children with special educational needs (SEN) and those who speak English as an additional language (EAL).

The playgroup is open five days a week during school term times. Sessions are from 9.00 until 11.30 am and 12.30 until 3.00 pm, in addition children can attend a lunch club from 11.30 am until 12.30 pm. Out of school care is provided from 7.30 am to 9.00 am and 3.00 pm to 6.00pm for children aged from three to eleven years.

There are seven staff who work directly with the children. Five of which hold early years qualifications and two are working towards. The playgroup receives support from a teacher from the local Early Years Development and Childcare Partnership. The setting is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

### How good is the Day Care?

Ward Green Pre-School Limited provides satisfactory care for children.

Children are cared for in a warm and welcoming environment that is suitably organised to ensure they can readily access equipment and resources. There are sufficient qualified staff who work directly with the children and are supported well by the committed manager. Priority is given to keeping children safe. The policies and procedures are successfully implemented, but on occasion lack sufficient detail.

There is a range of good quality toys and equipment available for children aged from two to eight years. The planning of activities for the children is closely linked to the

stepping stones and helps the children to make generally good progress in their learning. Staff interact well with all children and appropriately support their needs. Children's behaviour is managed well through positive reinforcement and a consistent approach. The out of school club operates well to provide children with interesting and fun activities.

There is a successful partnership with parents. They receive good quality information about the setting and regular exchanges of information keeps them up to date with their children's progress. The children are cared for according to their parents wishes.

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

At the last inspection the setting was required to ensure that the numbers of children attending does not exceed the registered number and that they are cared for within the stipulated times only. These areas have been effectively addressed by the manager and children are now cared for in line with the registration restrictions.

The bathroom facilities were required to meet the satisfaction of the environmental services, this area is now suitable for children to use and meets the requirements.

Areas of the documentation which needed improving such as to complete risk assessments for outings and fire evacuations, to produce a policy for exchanging information with parents and to have written consent to give medicines to children and a record of all administrations. These documents are now in place, although the child protection procedure lacks some detail.

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

- The good quality documentation is well organised and made readily available to parents.
- The carefully selected equipment and resources are organised well, for example they are sorted by type and stored in colour coded boxes, which can be easily accessed by the children thus promoting their independence.
- Staff work hard to provide suitable care and education for all children, the careful planning, successfully promotes children's progress towards the early learning goals.
- The manager of the setting has a very good working knowledge of child protection procedures.

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

- the detail of accident recording
- staff understanding of their roles and responsibilities.

**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
2	devise and implement a procedure for dealing with a lost child	08/04/2004

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

Std	Recommendation
2	develop clear guidance for staff regarding their roles and responsibilities within the playgroup
7	keep a detailed written record, signed by parents, of all accidents involving children

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

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

Ward Green Pre-School Limited provides a stimulating environment for children who make generally good progress towards the early learning goals. They make very good progress with their personal, social and emotional development and in knowledge and understanding of the world. Generally good progress is made in communication, language and literacy, mathematical and physical development. In their creative development there are significant weaknesses.

The quality of teaching is generally good. Staff knowledge of the early learning goals is developing well. They use the environment and resources effectively to ensure children are engaged in a broad range of activities. Staff build warm and supportive relationships with the children who are trusting and confident. They complete detailed assessments of the children that clearly illustrate their progress. On occasion staff are unclear about the intended learning of some planned activities. There is suitable provision for children with SEN and those with EAL.

The leadership and management is generally good. The manager provides effective support for the staff and has high but realistic expectations of the quality of their interactions with the children. The manager has a sound understanding of what the setting does well and can identify areas for improvement. staff roles and responsibilities are not clearly defined which can mean their skills are not always fully utilised. The approach to staff training and development is not systematic.

The partnership with parents is generally good. The parents are kept well informed about the setting through a regular newsletter and the plans for children are displayed. Parents provide information about their children which assists the staff in providing care for children. There are insufficient opportunities for parents to receive detailed information relating to their children's progress.

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

- Children's personal, social and emotional development is very good, they build warm and trusting relationships with the staff and as a result are secure and confident.
- Staff provide an environment which is well organised to allow children independent access to equipment and resources.
- The children's use of language is generally good which is promoted by staff during conversations and good quality interactions.
- The committed management of the setting provides a positive role model for the staff's interactions with the children.
- The staff plan effectively to promote children's progress in their knowledge and understanding of the world in particular through regular access to

information technology.

**What needs to be improved?**

- the range of books to support children's learning in all areas.
- children's knowledge and understanding of practical mathematics
- children's opportunities to express their individual creativity and the frequency and use of musical activities

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

Children are successfully making progress in their knowledge of initial letter sounds and rhyming patterns through the introduction of the 'Salley' programme. The environment for children has been enriched by the introduction of text on displays and the clear labelling of resources and equipment. The physical play opportunities are currently limited by the inaccessibility of the outside play area, however plans clearly demonstrate how children will have increased access to climbing equipment in the near future.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children build positive relationships with staff and the older children are developing friendships with their peers. They enjoy playing independently and in small groups and seek support and guidance where necessary. Children are well settled and are interested in attempting new activities and challenges.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show an increasing confidence when using mark making tools. The older and more able children can accurately form the letters of their name. They use a growing vocabulary to successfully communicate with staff and their peers. Children have an increasing knowledge of initial sounds and enjoy activities that promotes phonics and rhyming. They are beginning to show an interest in books although there is limited access to factual books that support learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to show an interest in numbers and counting activities, such as number rhymes and group activities. They show a growing awareness of size and can accurately describe features in simple terms such as big and little. Children know about shapes and the older children can confidently name 2D shapes and recognise them in the environment. There are however, insufficient opportunities for older children to extend their understanding of practical mathematics.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an increasing interest in information technology and many are competent when using tools to complete programmes. They are enthusiastic when exploring their surroundings and notice change in the environment. Children enjoy talking about the people around them and events in their lives such as going on holiday.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy engaging in activities that promotes their hand-eye coordination, they competently handle tools such as scissors, pencils and pens. Children move with growing confidence, they can hop, skip and move quickly and safely around their peers within the playgroup environment. However children have insufficient opportunities to purposefully build on a large scale due to the regeneration of the outdoor play area.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children successfully use their own experiences to extend their enjoyment of role-play activities. They are beginning to build a repertoire of songs, however their access to singing and musical activities is limited and reduces their success when they occur. Children are provided with limited opportunities to develop individual creativity.
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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 the programme for Communication, Language and Literacy by increasing the access children have to a full range of books, including factual ones, to support their learning in all areas.
- Develop the programme for mathematical development to promote the use of mathematical language and introduce maths into everyday practical activities.
- Develop the programme for creative development by providing regular opportunities for children to express their individual creativity and to enjoy musical activities.

*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.*