



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 256784

DfES Number: 585144

### INSPECTION DETAILS

Inspection Date 10/11/2004  
Inspector Name Lesley Ann Barrett

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Longthorpe Pre-School  
Setting Address Memorial Hall  
Thorpe Road, Longthorpe  
Peterborough  
Cambs  
PE3 9NW

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Longthorpe Pre-School

### ORGANISATION DETAILS

Name The Committee of Longthorpe Pre-School  
Address Memorial Hall  
Thorpe Road, Longthorpe  
Peterborough  
Cambs  
PE3 9NW

## 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

Longthorpe Pre-School has been registered since July 1994. It is run by a management committee and operates from the Memorial Hall, a community building, situated in Longthorpe close to Peterborough city centre. The Pre-school has use of the main hall and a secure enclosed outdoor play area.

A maximum of twenty-five children may attend the pre-school at any one time. They currently open four mornings per week from Tuesday to Friday between 09.30 - 12:00hrs. They additionally offer a Monday session, between 12.15 - 14.45hrs during the summer term only, for rising five year-olds. Sessions are term-time only.

There are currently twenty-five children on roll. Of these, nineteen receive funding for nursery education. There are no children attending who have special educational needs, or who speak English as an additional language, although systems are in place to enable the Pre-School do so.

Five members of staff are employed to work with the children. Over half the staff have an appropriate childcare qualification. The setting receives support from a pedagogical teacher, and childcare adviser, from the Peterborough Sure Start Strategic Partnership.

### How good is the Day Care?

Longthorpe Pre-School provide good quality care for children.

The staff work well as a team, and are keen to continue with further training, which helps to meet the needs of the children. A warm and welcoming environment is created for families who attend, and effective use is made of the space available, enabling children to make use of the facilities independently.

Staff demonstrate a sound awareness of safety issues and procedures are in place to ensure that children can play safely both indoors and outside. Hygiene practice is good; staff prepare a range of healthy snacks on the premises and appropriate

precautions are in place to protect children from the spread of infection. Facilities are available which allow children to help themselves to a drink throughout the session and wash their own cups. Children are encouraged to manage their own personal hygiene such as toileting and hand-washing.

Children benefit from a wide range of activities and appropriate resources. Structured activities are kept to a minimum. Activities are generally child-initiated and staff interact appropriately, although the organisation of large group times do not always meet the needs of all children. Effective use is made of the outdoor play area throughout the session. There are good relationships between staff and children; confidence and self-esteem are fostered through the frequent use of praise and encouragement. Children are encouraged to practise good manners and consideration for others.

The partnership with parents and carers is positive. Parents are kept very well informed about the group, and their child, through daily exchange of verbal information and exchange of documentation. The successful management of the group is supported by well written policies and procedures, although care should be taken to ensure that the recording of medication administered adheres to the policy.

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

The setting has made good progress since the last inspection and this has had a positive impact on the standard of care provided.

They were asked;

To ensure that electrical equipment was checked to ensure that it did not pose a hazard to children. This has been addressed.

To ensure that the daily attendance of staff and children is recorded and that a written complaints procedures was made available for parents. These have both been implemented.

To ensure that the recording and practise of giving medication was of the required standard. This has been addressed, however greater clarity is still required to ensure that the recording of medication adheres to the setting's medication policy.

They were also required to ensure that all staff, and those working with the children, complete the clearance process. The committee are aware of this and ensure that the appropriate forms are completed for new staff and committee members.

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

- There is a good balance of experienced, and less experienced, staff who have a clear understanding of their roles helping the provision to meet the needs of the children.
- Staff welcome parents into the group and keep them informed about current events and activities. The welcome book and policies are comprehensive and

available to parents. Parents express their satisfaction at the standard of care provided.

- Structured activities are kept to a minimum to ensure children's interests are sustained. Children are able to access toys and equipment easily. Storage boxes are labelled with print and pictures enabling children to make informed choices.
- Staff provide positive role models for children. They are calm and relaxed. Children are praised and encouraged. Behaviour management strategies used within the group are shared with parents.

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

- organisation of large group times
- recording of medication administered to ensure the group adheres to setting's policy.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since the last inspection Ofsted have not received any complaints about this provider.

#### **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
7	Ensure that recording of medication is adhered to in accordance with the policy

## 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 Longthorpe Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. The staff are calm, friendly and relaxed. They work well as a team, show high levels of enthusiasm, and are actively involved with the children. A varied range of stimulating practical activities are provided for the children. However, some staff are less secure than others in their knowledge of the early learning goals and there are missed opportunities to use effective questioning to extend children's learning.

Long, medium and short-term plans are in place and key experiences/activities are planned each week. However, the planning for some activities lacks detail in how it can be extended to reinforce children's learning. A key worker system is used and regular observations of children are made. Each child has their own individual file, to record progress, and children's next steps for learning are identified. Staff act as good role models and are helping children learn right from wrong.

The leadership and management is generally good. There has been a recent change to the leadership of the group and new ideas are being implemented. The supervisor has a good understanding of her responsibilities and provides a positive role model for the staff. Systems are in place to monitor staff strengths and weaknesses. Staff show a commitment to ongoing training to improve their knowledge of nursery education.

The parents are warmly greeted as they bring and collect their children. They are fully involved with the group through the management committee and helping with parent rotas. New parents receive a prospectus and ongoing information is provided via the notice board and regular newsletters. Parents are involved with their child's assessments and receive regular written, and verbal, information about their child's progress.

### What is being done well?

- Children's personal social and emotional development is fostered well. Children are confident, and enthusiastic, in their approach to their activities. They have good relationships with each other and the staff.
- Staff interact well with the children and help engage them in activities. They are aware of each individual child's needs and provide tailored activities to help the children learn.
- Staff work well together as a team, and are aware of their individual roles and responsibilities, throughout the session. They are supportive of each other to

help meet the children's needs.

- Children behave well and receive praise and encouragement from staff. They are able to share, and take turns, and are developing an understanding of right and wrong.

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

- staff's knowledge and understanding of the early learning goals
- extension of activities to further develop children's learning
- opportunities for children to use their imagination through music and movement.

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

The setting have made generally good progress since the last inspection and this has had a positive impact on children's learning. Children's art work is displayed, some of which is at their height. Resources, and some activity areas, are labelled. Opportunities are provided for children to have access to musical instruments on a daily basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident in the group. They enjoy attending and have good relationships with each other and the staff. They are learning to be able to share, and take turns, as they play board games and do jigsaws. They help tidy the toys, and extend their independence skills, as they select equipment and take themselves to the toilet. However, children's individual needs are not always met in group situations such as circle time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. Staff take the time to listen to them and ask questions. Children enjoy looking at books, and being told stories, on an individual basis. They are learning to recognise their own name, and understand that print has meaning, through activities which are supported by staff. However, there are missed opportunities for children to regularly engage in mark-making for different purposes, such as role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count and recognise shapes and numbers. Number songs are used to practise counting, and simple calculation, such as "Five Little Monkeys" and "Five Currant Buns". Activities are planned to help children sort and match by position, shape and number. However, there are missed opportunities during everyday play, and planned activities, to learn about positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Photographs of events and activities that children have been involved in help them learn about the past and present. They develop a sense of technology as they use the computer, cash registers and tape recorders. Children are beginning to learn about other cultures and traditions through planned topics, such as how different cultures celebrate birthdays; however, the extension and recall of these activities do not always reinforce children's learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff plan a wide range of activities for children to practise and refine their physical skills. Children enjoy using a range of large and small equipment. They confidently balance on beams, climb, and pass through, and over, tunnels and cubes. They show good hand/eye co-ordination as they use a range of different tools, such as a computer mouse, scissors, hole punch and ink stamps. Children have a good understanding of space, and use their bodies safely and confidently, to move around the room.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy using their imagination through role play activities, however, these would benefit from further development. They are able to experiment with paint, playdough, cornflour slime and maize. The children are provided with opportunities to produce two and three dimensional work. They are encouraged to participate in songs and follow the actions, although there are infrequent opportunities for children to use their imagination through music and movement.

**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**

- Increase staff's knowledge and understanding of the early learning goals and develop their ability to extend children. Provide support for staff to fully implement, and use, the early learning goals in all activities.
- Consider how activities can be extended to further develop children's learning
- Provide regular opportunities for children to use their imagination through music and movement

*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.*