



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221890

DfES Number: 522080

### INSPECTION DETAILS

Inspection Date	11/11/2003
Inspector Name	Veronica Sharpe

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Owl Pre-School Playgroup
Setting Address	Park Street Dry Drayton Cambridge Cambridgeshire CB3 8DA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Little Owl Pre-school Committee
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### ORGANISATION DETAILS

Name	Little Owl Pre-school Committee
Address	Park Street Dry Drayton Cambridge Cambridgeshire CB3 8DA

## 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

Little Owl Pre-school is a well established sessional group operated as a registered charity by a management committee of parents. The group is located in the grounds of Dry Drayton Primary School, near Cambridge. There are 16 children on roll, including two funded four year olds. There are no children attending who have identified special needs, nor who have English as an additional language.

Children have use of a large group room next to the school. There is an enclosed garden, which is currently under construction and until completion children are using the school play areas and equipment. The group opens Monday - Friday, term times only from 09:00 - 12:00.

The group employs three staff, two of whom are on duty each day. Two of the staff have early years qualifications and all have experience working with early years. All the members of staff are new and, in partnership with the committee, are in the process of reviewing and implementing new working practices. The group is a member of the Pre School Learning Alliance (PSLA) and receives support from an early years mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Little Owl Pre-school provides satisfactory care for children.

Children enjoy a good relationship with staff, who provide them with an exciting range of activities that contribute to their learning. Staff provide a wide range of accessible resources that children enjoy and they ensure children are well supported so they feel confident and secure. Generally, children's behaviour is good, however, on occasions expectations of behaviour are not consistently applied.

Procedures that keep children safe are mostly satisfactory and staff make sure children learn about health and hygiene so they understand how to care for themselves. Staff are beginning to know children well so they can meet their

individual needs, however, resources to support equal opportunities and anti-discriminatory practice are limited.

Relationships with parents are good. Information is available to parents via newsletters and the notice board and the group is in the process of updating all policies and procedures and the prospectus. Documentation is satisfactory.

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

At the last inspection the group was asked to include a procedure to be followed in the event of a child being lost or of a parent failing to collect a child; to ensure the outdoor play space is safe; to conduct a risk assessment on the premises; to ensure there are effective systems in place for managing access to the premises and to ensure the child protection procedure includes what to do if an allegation is made about a member of staff.

A policy and procedure on what to do if a child goes missing, or if a parent fails to collect a child is now in place and all staff are aware of the procedure. The outdoor play space is being completely rebuilt and is not currently in use. Both daily and long term risk assessments are in place to ensure hazards are identified and risks to children are minimised. There are effective systems in place to ensure unauthorised adults cannot have access to the provision. Child protection procedures have been rewritten and include what to do if an allegation is made against a member of staff, a statement is to be added to the prospectus to ensure parents are aware of the policy.

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

- The majority of staff are qualified and experienced. They work directly with the children to ensure they are well supported, which helps children develop their confidence and they feel secure.
- Children enjoy good relationships with staff and each other, they have opportunities to experience a wide range of interesting activities that they enjoy and which contribute to their learning.
- The staff are working in partnership with the committee to ensure parents are provided with information about the group and their children's individual progress. Good relationships are developing.

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

- the temperature, which should be adequate and comfortable for children and adults
- documentation - a current copy of the public liability insurance certificate should be displayed.
- health and safety - regard to health and safety requirements and advice when children are using the computer and monitor

- the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
- staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

### 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
4	Ensure that the premises are maintained at an adequate and comfortable temperature.
6	Ensure a current copy of the public liability insurance certificate is displayed.
7	Ensure children's use of the computer and monitor complies with recommendations made by the Health and Safety Executive.
9	Improve the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

## 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 Little Owl Pre-School Playgroup enables children to make generally good progress towards the early learning goals.

Teaching is generally good. The staff have a good knowledge of the foundation stage curriculum and of how children learn through well-planned, practical and meaningful experiences. A good planning and assessment system is in place, which shows how children are progressing. It enables the staff to take in to account the differing levels of ability for all children and plan accordingly. The system for supporting children with special educational needs is developing.

Leadership and management is generally good. The two supervisors are newly appointed and both have early years qualifications and experience. They are committed to further improvement of the provision and practice and have identified areas for action. There is system in place for monitoring and evaluating the nursery provision, which is being developed to ensure it is effective.

The partnership with parents is generally good. Parents are provided with information about the setting, which is being updated to inform parents of the curriculum and early learning goals. Staff have identified that parents have limited opportunities to be involved in their child's education and are currently improving their practice to address this.

### What is being done well?

- The staff have formed good relationships with the children. Children are confident to express their opinions and thoughts to staff, who respond appropriately so that children are developing their self-esteem and can speak confidently in large and small groups.
- Children's mathematical language is developing well. The staff provide a good range of experiences for children to practice their vocabulary and describe shape, size and position.
- The staff have a good understanding of how children learn through practical activities. Their knowledge of the foundation stage curriculum helps to provide a good range of interesting activities for children to experience, such as identifying objects through touch and observing objects that sink or float.
- Planning is comprehensive and based upon the early learning goals, detailing what children should be learning from each activity.

### What needs to be improved?

- opportunities for children to be more independent.

- opportunities for children to learn about other cultures and ethnic origins through a range of resources and experiences.
- opportunities for children to practice mark-making in a range of play situations.

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

The pre-school has made generally good progress since the last inspection. The planning and assessment system is thorough. Records show the learning intention for activities and how children are making progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with the staff and each other. They have good levels of self-esteem; they express their views confidently and staff respond with respect so that children feel valued. Children show good levels of concentration and are highly motivated by some of the activities on offer. However, they have few opportunities to develop their independence, due to the arrangement of the premises.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well. They are confident users of language and can speak clearly with their peers and adults. Children listen and respond with enjoyment to songs and rhymes. They enjoy books through shared reading times, can predict what happens next and understand that print carries meaning. However, children do not attempt to write spontaneously. They lack opportunities to use writing in role-play and are not encouraged to write in everyday situations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good understanding of numbers and older children are confident users of mathematical language to describe shape, size and position. They recognise and can count to 10 and beyond. Children are beginning to use calculation and estimation through a range of everyday activities and learn about weight and capacity through activities such as cooking and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are competent users of the computer and enjoy using the range of programmes on offer; staff support them with the use of the correct technical terms. They have lots of opportunities to explore and observe their environment and the natural world. Planned topics enable children to learn about their immediate environment and of people around them. However, they lack opportunities to learn about other cultures through everyday experiences and activities.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently during outdoor play, showing an awareness of space and demonstrating good co-ordination to use large play equipment. They handle a range of utensils, such as scissors, with skill. Children are developing a good awareness of healthy practices such as hand-washing and they observe the effects of activity on their bodies. However, children's opportunities to develop their manipulative skills through writing are limited.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children learn about shape, colour and texture through a variety of practical activities, such as cooking, playdough and their individual art work. They enjoy planned activities to explore by touch and feel. Children have opportunities to explore rhythm and sound using musical instruments; they enjoy singing and moving to music. However, children do not always have opportunities to practice writing in a variety of role-play situations.	

**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**

- provide further opportunities for all children to develop their writing skills so they can practice writing for a purpose, such as writing names on artwork and through a range of meaningful experiences.

*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.*