



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102799

DfES Number: 512944

### INSPECTION DETAILS

Inspection Date 29/03/2004  
Inspector Name Christine Powlesland

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Cross Park Pre-School  
Setting Address Long Park Road  
Saltash  
Cornwall  
PL12 4AQ

### REGISTERED PROVIDER DETAILS

Name Cross Park Pre-School 1028308

### ORGANISATION DETAILS

Name Cross Park Pre-School  
Address Long Park Road  
Saltash  
Cornwall  
PL12 4AQ

## 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

Cross Park Pre-school opened in November 1985. It operates from premises within the grounds of St. Stephens School in Saltash. There is a play room, storage, kitchen and toilets. There is an adjacent, enclosed outdoor play space available which is shared with the school and an enclosed area to the front which the group have sole use of.

There are currently 78 children from two to five years on roll. This includes 39 funded 3 year olds and 21 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens five days a week during school term time. Sessions on Monday, Tuesday and Thursday are from 09:00 - 11:30 and 12:40 - 15:10. Sessions on Wednesday and Friday are from 09:00 - 15:10 specifically for children aged over 3 years..

10 staff work with the children and all have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Cross Park Pre-school provides satisfactory care for children. Staff are well qualified and clear induction is given to students. The play room is well organised with a good range of activities offered. There are good adult to child ratios and a parent rota is in place. The room is clean and welcoming with colourful displays of the children's work, posters and photographs displayed. Two adjacent outdoor areas, one shared with the school, offer space for physical play and gardening. There are insufficient washbasins, with hot and cold water, and toilets available for the children. Tables and chairs are child height and covered with washable table-cloths for messy activities. The wide range of equipment and toys for both indoor and outdoor play provide a variety of experiences for the children but children can not access these freely and choose from a selection set out by the staff each day. All required

documentation is in place, stored securely and updated regularly.

The premises are secure and staff supervise children closely. Risk assessment is carried out on a regular basis. A quiet area with a bed for rest is provided for a child who becomes ill, whilst their parents are contacted. A café system works well but fresh drinking water is not available throughout the session. All children are known well, included in all activities and the range of resources promote understanding of diversity. Copies of the child protection summary are displayed and followed.

Daily activities are planned to develop children in all areas. Children enjoy their play and have free choice of all activities which offer stimulating and interesting opportunities. Staff relate well to them, continually observing and recording progress. Behaviour is good with positive rewards used.

Parents are happy with the group and feel the staff are friendly and approachable. Information about their children is shared in a variety of ways.

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

At the last inspection the group was to ensure there were enough qualified staff to operate and that at least one staff was present with a current paediatric first aid qualification. All staff now have a relevant childcare qualification and staff with a first aid qualification are always present to ensure safety for the children. Fire and environmental health officers were to visit the group. This was arranged and the reports sent to Ofsted regional office. The group was to provide one wash hand basin with hot and cold water and one toilet for every ten children. It was agreed the alterations were to be completed by August 2003 but these alterations have not taken place. The children still have insufficient toilets and no access fresh, warm water to wash their hands after using the toilet.

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

- Daily activities are planned to develop children in all areas. A wide range of stimulating and interesting play is offered indoors and outdoors, with the children choosing freely what they wish to do. They enjoy their play and their behaviour is good.
- Parents are happy with the group and feel the staff are friendly and approachable, know their children well as individuals and encourage them.
- Safety is given high priority. The premises are secure and staff supervise the children closely. Risk assessment is carried out and recorded monthly, with a daily check of the play-room and outdoor area before the children arrive. The majority of the staff have completed health and safety training.

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

- the provision of one wash-hand basin with hot and cold water and one toilet for every ten children

- the provision of fresh drinking water, accessible to children at all times.

### 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
4	Ensure there is access to one toilet and one wash-hand basin with hot and cold water for every 10 children.	30/04/2004

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

Std	Recommendation
8	Ensure fresh drinking water is available to all children at all times.

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

### How effective is the nursery education?

Cross Park Pre School offers good quality nursery education overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, physical development and communication, language and literacy and generally good progress in knowledge and understanding of the world, mathematical and creative development.

Teaching is generally good. there is a range of equipment available which staff use to support the children's learning particularly in extending the children's vocabulary. However this is not always used to its full potential. The manager plans the long term programme of activities. Plans do not clearly show the six areas of learning or identify fully the learning intentions. Staff develop the plans for their individual key worker children, whom they know well. Staff work well as a team and are deployed effectively.

Leadership and management is very good. All staff hold relevant childcare qualifications and are encouraged to access training to support their knowledge. The positive approach from the manager and committee has encouraged stability within the staff group and continuity for the children.

The partnership with parents is very good. The pre school encourages links with parents through inviting parents to comment on children's records which are sent home each term, discuss their child's progress with the allocated key worker at any time and asking parents to commit themselves to helping within the setting through the 'duty rota'. Parents receive regular newsletters and children are encouraged to take home library books on a weekly basis.

### What is being done well?

- Children are happy, confident and have developed good relationships with adults and each other.
- Children's behaviour is of a high standard, they are actively involved in their learning and have an understanding of right from wrong.
- Staff work well together as a team, each member aware of their roles and responsibilities enabling the activities at the session to flow.

### What needs to be improved?

- the planning to ensure it relates to the six areas of learning, showing clear learning intentions;
- opportunities for children to refer to and recognise numbers.

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

Generally good progress has been made in tackling the one key issue at the previous inspection. This was to use knowledge of children's achievements and abilities to plan how activities will be adapted so that they are appropriate for children who are at different stages; for example, writing their names by over-writing, copying or writing independently.

Responsibility is now placed on key worker staff knowing the children's abilities sharing with other staff and encouraging children to develop further, group has concentrated on children being at various stages in writing their names, staff introduced over writing and opportunities for children to write independently through out the programmed session. However overall plans still don't show how the activities will be adapted to help the less able or the more able child.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settle easy into the group. They behave well and are very familiar with the everyday routines within the group, children are kept busy throughout the session. Their concentration skills are developing well, particularly playing well together in small groups at the aquatic area and in the hospital area. Older children show they are able to share with ease.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are introduced to new vocabulary through everyday play. The older children are able to recognise Jolly Phonics and some children show they can relate initial letters to different words. Children clearly enjoy listening to stories and are developing an understanding that print carries meaning. Children are encouraged to become involved with the storyline by thinking up names for characters and through anticipating what they think might happen next.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Older children can count on rote from one to twenty one. Children are introduced to positional language, in front, behind, some older children were able to use alternative positional language in the correct context. Children are introduced to basic shapes and their names through play, for example when playing outside the children were asked to find and stand on the square shape. However staff do not encourage children to regularly refer to number recognition for example number line in classroom.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Strong emphasis is placed on children learning about living things. Children are currently growing potatoes, sweet peas and cress and are actively involved with their own outside fruit and vegetable garden. Children particularly enjoyed the simple volcanic science activity, predicting what may happen and actually seeing the chemical reaction. Although children learn about various festivals and religious events throughout the year, children are not always made aware of its true meaning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to move with confidence both indoors and outdoors. They are given plenty of opportunities throughout the session that help the develop their skills using large and small pieces of equipment such as balls, basketball, hoops, wheeled toys and parachute. Although not used today, children have access to a woodwork bench and tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's work displayed around the setting show that they are introduced to a variety of mediums. However children were only able to access main craft activity planned. Children are able to recognise colours. Children are encouraged to develop their creative imagination for example child was invited to construct his own fishing rod for the aquatic area when all available rods were being used. Children particularly enjoyed the well resourced hospital role play area making patients better.

**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**

- extend opportunities and resources to enable children to refer to and recognise numbers;
- develop plans to relate to all six areas of learning and show clear the learning intentions.

*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.*