



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221746

DfES Number: 521892

### INSPECTION DETAILS

Inspection Date 01/07/2004  
Inspector Name Clare Elizabeth Pook

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Great Paxton Under Fives Association  
Setting Address Community Room, Great Paxton Primary School, Mount Pleasant  
Great Paxton  
St. Neots  
Cambridgeshire  
PE19 6YJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Great Paxton under Fives Association  
295539

### ORGANISATION DETAILS

Name Great Paxton under Fives Association  
Address Great Paxton Primary School  
Mount Pleasant, Great Paxton  
Huntingdon  
Cambridgeshire  
PE19 6YJ

## 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

Great Paxton Under Fives Association is a committee run group and is based in the community room of Great Paxton Church of England Primary School. Children from the surrounding area attend.

There are currently 28 children on from 2 years 9 months to 5 years on roll. This includes 6 funded 3 year olds and 11 funded 4 year olds. Children attend for a variety of sessions.

At present no children with special educational needs or who have English as a second language attend.

The group is open Monday, Tuesday, Thursday and Friday between 08:50 and 11:50 and on Wednesday & Mon between 12:10 and 15:10 term time only.

Six staff are employed all on a part time basis. Over half the staff have early years qualifications to NVQ level 2 or 3 and 2 staff members are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

### How good is the Day Care?

Great Paxton Pre-school provides good care for children.

Three staff have recently gained level 3 qualifications and 2 further staff are set to attend NVQ level 2 training in the autumn. The operational plan works well in practice. Staff are effectively deployed, supporting children as necessary at activities. A warm and welcoming environment is provided through good daily organisation of activities and a friendly welcome to parents and children from staff. Good use is made of the space and resources which encourages children to select and make decisions about their play. All necessary documents are in place to support the smooth running of the group, although some policies need reviewing.

Staff are vigilant and ensure children are kept safe at all times when playing inside or outside. Good hygiene procedures are carried out. Children manage their personal hygiene well and are aware when it is necessary to wash their hands. Staff have a good understanding of healthy eating and ensure children have free access to nutritious snacks and drinks throughout the session. Staff are aware of the procedures to following if they have concerns for a child.

The range and quality of activities provided is very good. Children are independent in selecting activities and are supported where necessary by staff. Children have opportunities to take part in a variety of festivals personal to themselves as well as those from other cultures. Children's individual needs are met and appropriate support systems are in place for children with special needs. Staff are good role models which has a positive effect on children's behaviour. Behaviour is managed well and appropriately according to the child's level of understanding.

Partnership with parents is good. Parents have good opportunities to be involved in the sessions to support staff and find out how their child learns. Good relationships are in place between staff and parents and both benefit from good communication.

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

All actions raised at the previous inspection have been addressed.

The Pre-school has developed an effective operational plan which works very well in practice. Staff are aware of their roles and are deployed successfully around the room in order to support children where necessary.

Policies and procedures that were missing are now in place ensuring that staff are aware of procedures to follow in the event that a child is lost or uncollected.

Risk assessments are carried out regularly ensuring hazards are reduced in order to keep children safe.

Accurate records of children's and visitor's attendance are now kept.

Appropriate written consent from parents has been obtained in the event that staff need to seek emergency medical advice or treatment.

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

- The organisation of the room and session is managed very well. Children have several stimulating activities to choose from and the space to move about freely. Plans are displayed of activities and staff deployment ensuring children gain the best from activities and are provided with support from staff where appropriate.
- Staff interact very well with the children and often follow their initiative. Children instigated a game of doctors and staff provided the appropriate resources and interaction to develop their play.

- The open café style system for snack works very well. Children are independent in deciding when to access drinks and snacks and selecting them themselves. Healthy and nutritious snacks such as cheese, fruit, breadsticks are provided along with a choice of milk or water. Children chat happily to their peers and clearly enjoy this social occasion.
- Behaviour is approached in a consistent and positive manner. Clear boundaries are set according to the level of understanding of each child. Children are aware of what is expected of them.

#### What needs to be improved?

- policies to ensure all necessary elements are included and that they are updated as necessary.

#### 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
14	Review and update policies especially with regard to child protection and the complaints policies.

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

### How effective is the nursery education?

Great Paxton Pre-school offers a high standard of provision which helps children make very good progress towards the Early Learning Goals.

The quality of teaching is very good. Staff have secure knowledge of the Foundation stage and Early Learning Goals. Planning is clear, concise and effective. Staff organise a wide variety of interesting, practical and purposeful activities that the children enjoy. Children's records are maintained clearly showing what children can do and the next steps within the six areas of learning. Staff interact well with the children. A good balance of adult/child led activities are provided. Staff use their initiative and circle times well to challenge children. Less able children are given the necessary support and encouragement. Staff consolidate what the children have previously learnt before moving them on. Staff manage behaviour well.

At present no children with special needs or who have English as an additional language attend, however good systems are in place to ensure they are included and their needs met.

Leadership and management is very good. Staff and committee members work well together supporting each other and carry out their own roles successfully. The operational plan is used effectively to ensure smooth running of the group. Staff's individual skills are acknowledged and used appropriately. Staff evaluate their practice and identify areas for development. They are committed to improving care and education for all children. An active committee supports the staff with training, guidance and practical support in sessions.

Partnership with parents is good. Parents speak positively about the group. Staff actively share children's records with parents and encourage them to make comments on their child's progress. Further opportunities to share information about the foundation stage are planned. Parents feel the setting encourages good independence skills through self selection of activities.

### What is being done well?

- Children's independent skills are promoted very well. Children confidently access drinks and pour them with good control. They sit with their peers and chat making snack time a very social occasion. Little or no intervention from staff is needed. They manage their personal hygiene well and attempt to dress and undress themselves for P.E. Children work very well together to complete difficult puzzles and build with wooden blocks.
- Children count well. Many beyond 10. Early calculation skills are encouraged through practical activities and games. e.g. hiding the cotton reels. Number songs and rhymes are used to introduce the concept of subtraction.

- Children's knowledge of the natural world is very good. Children confidently talk about life cycles, similarities and differences between minibeasts. Children use the hands on table to explore living things more closely or find out further information from books. Children express great awe and wonder when examining the spiders and stick insects.
- Staff have a secure knowledge of the early learning goals and the Foundation Stage this is shown through the planning and activities provided. They interact very well with the children. They use impromptu opportunities to extend children's learning. The children initiated a role play game of doctors which staff encouraged through providing additional dressing up and props.

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

- further opportunities for children to develop different techniques for assembling and joining.

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

There were 4 key issues from the previous inspection. Very good progress has been made in all areas.

The book area has been developed. The books are well displayed and inviting to children. Children can easily access the books and enjoy sharing them with staff and their peers. The staff have provided cushions and mats to make the area more cosy. Posters and children's work are displayed to brighten the area.

The Pre-school has purchased a computer and programmable toys, which are used well during sessions. Children are developing good IT skills and use the computer effectively to support their learning/

Staff have taken part in training for the Early Learning Goals. Planning is clear, concise and effective. Learning Intentions are clear and all staff understand what is expected from an activity.

The assessment process has been developed well. Observations are recorded within the 6 areas of learning. Individual targets for children in each area are being introduced.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem is built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent through accessing snacks and pouring drinks. Children choose between activities, select resources and attempt to dress and undress themselves. Children co-operate well with each other and work together to complete tasks such as puzzles. Strong friendships are being formed and behaviour is good. Children are developing respect for other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently talk to their peers, staff and visitors. They listen attentively to stories and enjoy sharing books. Children are learning about rhyme with some being able to pick out rhyming words in nursery rhymes. Children's phonic knowledge is developing well. They are starting to link sounds to beginnings of words. Good opportunities are provided to mark make on the graphics table, through free painting and in role play situations. Children are also encouraged to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count every day objects well. Many children can count beyond 10. Children benefit from both individual support and group situations to help them recognise colours, shapes and sizes. Children's early calculation skills are promoted well through songs and practical activities. Children readily use mathematical language such as longest, biggest when building or playing with dough. They demonstrate their understanding of positional language with the aid of the computer.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to explore and investigate living things. Children are enthusiastic and show great interest in minibeasts. Staff effectively extend children's knowledge through discussion and providing them with additional resources such as magnifiers. Children build and construct with purpose in mind. They select resources for themselves. IT is used successfully to support children's learning. Children have a good sense of time and are able to recall past events well.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children enjoy running and playing football. Balancing and climbing skills are developing well through free play and planned activities. Children negotiate space carefully when peddling and when fitting jigsaw pieces together. Children understand when they feel hot and thirsty after exercise and that their heart races. Children catch, throw and attempt to bounce balls with precision. Good hand to eye co-ordination is shown when lacing cards, threading or using scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children select resources and use their imagination well to create their own pictures from a range of textures and materials. Children are learning to colour mix when experimenting with paints. Children enjoy taking part in songs and rhymes. Musical instruments are used effectively to explore sound and rhythm. Children are learning to tap out and copy patterns. Children act out familiar situations in their play. Staff support them by providing additional props to further their imagination.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues, however consideration should be given to the following:
- Developing further opportunities for children to explore different techniques for assembling and joining.

*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.*