



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 315229

DfES Number: 525141

### INSPECTION DETAILS

Inspection Date 25/11/2003  
Inspector Name Janice Shaw

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Old Hall Pre-School  
Setting Address Old Hall Community Centre  
Old Hall Road, Old Hall  
Warrington  
Cheshire  
WA5 5QA

### REGISTERED PROVIDER DETAILS

Name . Old Hall Pre-School Committee

## 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

Old Hall Pre-School opened in 1985. It operates from the community room attached to the local primary school and is set in close proximity to an extensive residential area.

There are currently 49 children from two to five years on roll. This includes 26 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. Seven children have special needs and the group also supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 on each week day apart from Wednesday and from 12.30 until 3.00 on Monday on Thursday and Friday.

Six full time staff work with the children. Five have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Old Hall Pre-school offers good quality care overall. The playgroup is well organised to create a stimulating and inviting environment for children. The premises are clean, warm and welcoming, though the amount of natural light in the room is severely restricted. Staff are aware of their roles and responsibilities and work well as a team, systems for the personal care of children do not meet the needs of individual children. Regular staff meetings, training and the support of a support teacher effectively contribute towards the professional development of the staff. Good systems are in place, which collect detailed information about the progress of individual children.

Children enjoy a good range of nutritional food and drink at snack time which give them choice as well as providing a balanced diet to promote children's healthy

growth and development. Staff give high priority to children's health and safety. They take reasonable steps to ensure the environment is safe and secure and actively promote good hygiene practices within the daily routine. The needs of children with special needs are satisfactorily met, though insufficient attention is given to ensure that all children can participate in all activities.

Children have easy access to a broad range of quality equipment, which is age appropriate and well looked after. Resources are laid out in advance for the children and they have access to an interesting range of activities. The outdoor play areas offers good quality play equipment for children to freely explore and enjoy. The children behave very well, and they are consistently supported by staff who offer praise and encouragement. This promotes their self esteem.

There are many positive links made with parents who discuss their child's progress on a daily basis. Parents views and wishes as regards their child are always respected.

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

At the last inspection the setting was required to ensure the safety of gas and electrical appliances and to revise the child protection policy to include procedures to follow in the event of an allegation against a staff member.

The appropriate gas and electrical certificates were made available on the day of inspection and the child protection policy now includes all the required procedures. Meeting these actions has improved the general safety of the setting.

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

- Documentation is comprehensive and updated regularly. Comprehensive policies and procedures that are individual to the setting are understood by staff and have a positive impact on children. All documentation is maintained appropriately.
- Safety is given a high priority within the setting, particularly when children are preparing to play outside and on the arrival and departures of children.
- Good behaviour is valued and encouraged by staff with consistent use of praise and encouragement. As a result children's behaviour is very good.

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

- the range of activities available to children with special needs
- the amount of natural light allowed to access the playroom
- the system for providing personal care to children, giving due consideration to the privacy, dignity and needs of children.

**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
2	Review the policy on staff carrying out personal care of children, taking into consideration that the dignity, privacy and needs of the child are respected.
4	Maximise the amount of natural light that enters the playroom.
10	Ensure children with special needs can participate in all activities.

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

### How effective is the nursery education?

Old Hall Pre-school offers a provision which is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Children's progress in personal, social and emotional development, knowledge and understanding of the world and physical development is very good and in communication, language and literacy, mathematical and creative development children's progress is generally good.

The quality of teaching is generally good. The staff provide a warm and caring environment and good relationships are formed with the children who clearly feel secure within the setting. There is insufficient time allocated within activities to allow children to explore, experiment and be curious. The assessment of children has improved significantly since the last inspection and time is given to each staff member to do monthly observations and assessment of children for whom they have key worker responsibilities.

The leadership and management is generally good. Staff are aware of their roles and responsibilities and work well as a team. The manager is committed to improving care and education for all children and will further develop their role in evaluating and reviewing the effectiveness of the nursery education. Regular staff meetings, training and the support of a support teacher effectively contribute towards the professional development of the staff.

Relationships with parents is very good. It is firmly rooted in a view of parents and carers as being of prime importance to children's successful development. The quality of information given to parents, especially regarding their children's development is very comprehensive.

### What is being done well?

- All staff work very well as a team, complement one another and have common aims and approaches to the work.
- Through a wide range of activities, including visitors, photographs, outings and displays, children are effectively encouraged to learn about the local area and recent events in their lives.
- The attention that staff contribute to on going, structured monitoring through close observation of children.
- Children's ability to recognise their name and other familiar words in every day practical situations.

### What needs to be improved?

- children's understanding of mathematics relating to shape, position and size together with the opportunities to record numbers.
- children's ability to develop their curiosity, explore and experiment as they draw upon their imagination and originality whilst engaged in activities
- children's language for communication and thinking.

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

At the last inspection the setting was required to: develop the planning and record keeping system to cover all areas of the desirable learning outcomes, share information with parents about the educational programmes and formalise the arrangements for sharing records with parents and for inviting their comments and contributions. More opportunities were required for children to talk about past and present events, explore living things and to undertake scientific experimentation.

The planning and record keeping now satisfactorily covers all the areas of learning. Parents are kept informed of their child's development by regular consultations throughout the year. They are now invited to contribute to the assessments for their child. Children are now given opportunities to learn about past and present events, although children's ability to have full discussions linked to this is limited. Time is included in the planning for children look at aspects of living things and to take part in scientific experimentation.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal development is very good and makes a positive contribution to the way they learn. Children are developing their personal independence and learning to respect their environment by routinely helping to tidy up. They concentrate and persevere in both activities of their own choice or adult-led activities. Many valuable opportunities are provided that enable children to develop an awareness of different cultures and religions through planned activities and useful resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children know how books 'work' and enjoy reading. They have good opportunities to explore quality story and reference books independently. They recognise letters of the alphabet and letter sounds when spelling familiar words. Their reading skills are developed well as they recognise their names at self-registration and at snack time. Children's language for communication is not sufficiently fostered. Their understanding of writing is demonstrated with good use of small pads and list making.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children engage in practical situations that encourage them to count, identifying when more or less is needed. In this way they are beginning to develop an understanding of addition and subtraction. All children are adept at counting to ten most without staff support, more able children have an understanding of larger numbers. Children have few opportunities to record numbers that arise in everyday practical situations. Their understanding of shape, position and size is underdeveloped.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many good opportunities to build and make models with good quality materials and equipment. Children display skill when using the tape recorder to listen to stories, games and music and use technological equipment with confidence. Through topic work the children are developing a meaningful understanding about people in the community. At circle time they discuss the days of the week, months and seasons of the year helping them to gain an understand the passage of time.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show obvious enjoyment in physical activities. They move about the nursery, both inside and out, in a confident manner and use the outdoor play equipment in a very controlled way. Children competently hop and balance on one leg co-ordinating their limbs with increased precision. They experience a good variety of activities to develop fine motor skills, when using pencils, scissors and small world toys. Jigsaws and construction apparatus are handled adeptly.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have valuable opportunities to explore sounds through playing a range of musical instruments as well as listening and joining in with songs and rhymes. They learn to use paintbrushes and scissors with increasing control and to observe closely. Children seldom freely use resources and materials to develop their individual creativity through curiosity, exploration and experimentation. In role-play children use their imagination and express themselves well.

**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**

- give children time and opportunities to have conversations with each other and adults and to model language for a range of purposes, for example when requesting, explaining, sharing and instructing.
- provide children with opportunities to record numbers and to develop their understanding of shape, position and size.
- include time within activities for children to develop their curiosity and to explore and experiment as they draw upon their imagination and originality. Allow them to make decisions, take risks and play with ideas.

*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.*