



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY294104

DfES Number:

### INSPECTION DETAILS

Inspection Date 15/03/2005  
Inspector Name Ann, Theresa Flynn

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name New Lodge Pre-School  
Setting Address New Lodge  
Wigan  
WN1 2ND

### REGISTERED PROVIDER DETAILS

Name New Lodge Pre-School 1019525

### ORGANISATION DETAILS

Name New Lodge Pre-School  
Address New Lodge Pre-School  
New Lodge  
Wigan  
WN1 2ND

## 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

New Lodge Pre-School has been registered for 13 years which includes a recent change in the named provider. It operates from the ground floor of Wigan Bowling Club and serves the local area. There are currently 50 children on roll which includes 28 funded 3 and 4 year old children who attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language, presently there are no children attending with special educational needs.

The group operates five days a week during term time, sessions run from 09:15 to 11:45 for the older children and from 12:30 to 15:00 for the younger children.

The manager works full time and the remaining four staff work part time. Four of the staff have recognised early years qualifications and one staff who has almost completed her level three qualification in child care.

The setting receives support from a Community Advisory Teacher.

### How good is the Day Care?

New Lodge Pre-School provides good quality day care.

All staff are aware of their roles and responsibilities. The provision is well managed by a manager who offers on-going support to the staff team, three of whom are qualified to level three in child care and one of whom has almost completed a level three qualification. Space is well organised to allow for children's freedom of movement and free activity choice and children have use of a fully enclosed outdoor area. Documentation is well-maintained but is to be developed in relation to CRB details, uncollected child procedure, the behaviour statement and a procedure regarding allegations against staff.

The Pre-school is well equipped and resourced for all areas of learning. Staff observe children's progress, however staff are to ensure they plan the next step's in children's learning and clearly identify children's achievements with assessments.

Children enjoy positive relationships with the staff and receive care, comfort and appropriate support from all staff members. Staff are made aware of health and safety procedures through written policies and are mindful of children's safety. Three of the staff are trained in first aid and staff are aware of their role in child protection procedures. Snacks which are healthy and nutritious are offered as continuous provision to which children enjoy free access.

There are good relationships with parents, who are provided with information about the service, through notices, regular newsletters and also through displays and other relevant information to keep them informed. Staff are available to parents on arrival and collection of children for discussion and parents are also kept informed through parents evenings.

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

Not Applicable.

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

- The range of varied resources which helps to promote children's all round learning, the resources are used to provide a balance of appropriate activities for the children and children enjoy free activity choice.
- Staff deployment, staff are well deployed and interacted well with the children offering appropriate support, care, attention and encouragement to which children responded well.
- The environment is warm and welcoming to children, staff have organised space well and brightly decorated the room including the outdoor area with examples of the children's work.
- The snacks offered to children provide a healthy and nutritious choice, children enjoyed free access as and when they required to snack which is offered as continuous provision.

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

- documentation, ensuring that sufficient detail is maintained regarding staff's CRB disclosures, that the uncollected child policy includes sufficient detail, that the behaviour statement includes a procedure regarding bullying and that the child protection statement includes a procedure if allegations are made against staff.

#### **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.)**

There are no complaints to report since registration.

**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	Develop documentation to include details of staff CRB disclosures; sufficient detail within the uncollected child policy; ensure behaviour statement includes a procedure for bullying, and that the child protection statement includes a procedure regarding allegations against staff.

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

### How effective is the nursery education?

New Lodge Pre-School provides good-quality education overall which enables children to make generally good progress towards the early learning goals. The children are making generally good progress in four of the six areas of learning and very good progress in creative development and in knowledge and understanding of the world.

The quality of teaching is generally good. There are good relationships between the children and staff and staff work directly with the children offering ongoing support and encouragement. However the effectiveness of how the planning is evaluated and differentiated and how the next steps in children's learning and children's achievements is evidenced is to be developed. Staff need to ensure that children have regular opportunities to balance and climb and to calculate.

Leadership and management is generally good. Staff are supported and guided by the manager although a system of monitoring and evaluating the educational provision is to be implemented. The staff with support from the community advisory teacher, plan the nursery education provision and are committed to the improvement of care and education for the children. The activities and experiences offered to the children are varied and include a variety of worthwhile experiences.

Partnership with parents and carers is generally good. Parents are well informed about the educational provision through parents notices, newsletters, through displays about the curriculum and through general discussion with staff. They are informed of their children's progress however written assessments of their children are to be developed and used to keep parents regularly informed. A system regarding parents comments about children's learning needs to be developed evidencing parents comments are taken account of.

### What is being done well?

- The varied choice of activities which are provided to children and which children can freely access depending on their own particular choice. Children were involved and interested in the activities offered and all activities offered worthwhile experiences.
- Staff/child interaction. Staff work directly with the children offering ongoing support, encouragement, and care and attention, to which the children responded well. The children found the staff approachable and staff were interested in what the children were doing and saying.
- The children's personal independence skills are being developed by children being encouraged to access resources for themselves including snacks, being encouraged to identify their own outdoor clothing and to fasten coats etc. which is helping to develop children's independence and confidence in

their own abilities.

- The areas of creative development and knowledge and understanding of the world in which children are making very good progress. Within creative development children had opportunities to explore media and colour and enjoy many opportunities in which they use their imagination and in knowledge and understanding of the world children have free access to ICT and many opportunities to design and construct.

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

- planning, ensuring evaluations are effective and are linked to the learning objectives, that differentiation of how children are to be supported and challenged are identified within planning and ensuring that all aspects of the six areas of learning are covered
- children's assessments, ensuring children's achievements are clearly identified, that the next steps in children's learning are clearly defined and that parental comments about children's learning are taken account of children's assessments should be used also to keep parents informed of their child's progress
- leadership and management, by implementing an effective system of monitoring and evaluating the educational provision
- opportunities for children to calculate and to regularly balance and climb

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

Not Applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in the activities offered, they speak in a familiar group, concentrate and sit quietly when appropriate which was evident during Uncle Tom's chest game. Children are beginning to work as part of a group and have opportunities to develop their personal independence for example when identifying their own outdoor wear. Children's behaviour is acceptable, however some children had to be told repeatedly when instructions were given by staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are beginning to use language to organise real and imagined experiences. They show an understanding of the elements of stories which they obviously enjoyed. Mark-making areas are available around the room which provides for children's attempts at writing for a variety of purposes. The older more able children were not challenged in the area of reading and linking sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use number in familiar contexts for example during lining up for outdoor play when children counted the number of children present. Children have opportunity to compare shape, space and measure and during Uncle Tom's chest game one child described the shape of the children's circle as oval. Children have limited opportunities to use language to compare two numbers and in developing concepts of addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to design and construct for example when free painting at the easel and to construct using Lego and press studs. Children are beginning to develop a sense of time and place by discussing their own families and where they live. Children have free access to information technology to support their learning and opportunities to find out and identify features of living things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with control and co-ordination, they show awareness of space, for example when using the paths around the bowling greens outdoors. Children are beginning to handle tools such as pencils, paint brushes and scissors with increasing control. Children have limited opportunity to recognise the importance of staying healthy and of being aware of their bodies or to regularly balance and climb.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have opportunity to explore colour, texture and form through use of various mediums such as sand, paint, play dough. Children sing simple songs from memory and can match movements to music. Children have opportunity to use their imagination in art and design and through role-play. Children have opportunities to express themselves through the use of musical instruments to which they have free access.

**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**

- Develop planning, ensuring evaluations are effective and are linked to the learning objectives, that differentiation of how children are to be supported and challenged are identified within planning and ensuring that all aspects of the six areas of learning are covered.
- Develop children's assessments, ensuring children's achievements are clearly identified, that the next steps in children's learning are clearly defined and that parental comments about children's learning are taken account of, children's assessments should be used also to keep parents informed of their child's progress.
- Improve leadership and management, by implementing an effective system of monitoring and evaluating the educational provision.
- Provide more opportunities for children to calculate and to regularly balance and climb.

*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.*