



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205727

DfES Number: 581439

### INSPECTION DETAILS

Inspection Date 02/07/2004  
Inspector Name Pauline Garfield

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wrawby Under 5s Pre School  
Setting Address Pre School Building, Wrawby School  
Vicarage Avenue, Wrawby  
Brigg  
North Lincolnshire  
DN20 8RY

### REGISTERED PROVIDER DETAILS

Name The Committee of Wrawby Under 5s Pre School

### ORGANISATION DETAILS

Name Wrawby Under 5s Pre School  
Address Pre School Building, Wrawby School  
Vicarage Avenue, Wrawby  
Brigg  
North Lincolnshire  
DN20 8RY

## 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

Wrawby Under 5's Pre School was established in the mid 1970's and moved to its present building in 1988. It operates from a building situated in the grounds of Wrawby Primary School. The group serves the local and wider communities.

There are currently 31 children on roll from the age of two years to eight years of age. This includes 21 funded three year old's and nine funded four year old's. There are no children with English as second language and two children who have special educational needs.

The pre school opens five days a week during term time. Sessions are from 09:15 to 11:45 and 12:45 to 15:15 Monday, Wednesday and Friday and 09:15 to 11:45 on Thursday.

There are five staff working with the children. All staff have relevant childcare qualifications. The setting receives support from an outreach teacher from the Local Authority.

### How good is the Day Care?

Wrawby under 5s Pre School provides good care for children aged from 2 years to 8 years old. Sessions are planned and organised by the experienced staff team. Staff interact effectively with children to support their learning and development in most areas.

Policies and procedures are available and implemented effectively. Induction policies are well considered and all staff have a clear understanding of their role. They conduct risk assessments for each area used by the group and emergency procedures are well considered.

Staff interact with the children, they know the children well and enable them to utilise the whole of the environment with confidence. They provide positive role models, encouraging children to be caring and cooperative. The group has support systems

in place for children with special needs and their families.

Partnership with parents is very good. Parents are well informed about the group's policies and procedures and receive information via the notice board, brochures and welcome packs. Policies and procedures are in place and records are stored securely.

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

Parental questionnaires and new equipment which promotes equal opportunities.

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

- The group have developed their own parental questionnaires to maintain and improve standards.
- Relationships with parents are very positive, they appreciate the staff are extremely friendly approachable and caring with the children.
- Staff are proactive in promoting good health and hygienic practices and encourage hand washing routines.

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

- not applicable

#### **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.*

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

### How effective is the nursery education?

Wrawby Under 5's Pre School offers good provision overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. The staff are enthusiastic and work well together to provide an interesting curriculum. Staff plan good activities on most areas of learning with some gaps in personal, social and emotional development and knowledge and understanding of the world. Staff plan very good opportunities for children in communication, language and literacy and mathematical development. They manage children's behaviour well, they praise, encourage and support children's achievements. There are very good systems in place to support children with special educational needs.

The leadership and management of the group is very good. The Manager offers supportive leadership and encourages staff training and development. Staff work well together and are effectively deployed around the room.

Parents are provided with good quality information about the nursery and demonstrate satisfaction with the provision. Parents are offered informal opportunities to discuss children's progress, however there are no formal meetings. The nursery is well supported by an outreach teacher from the Local Authority.

### What is being done well?

- There are good systems in place for children with special educational needs. Staff work in partnership with parents.
- Staff are enthusiastic, interact well with children and work well together to provide an interesting curriculum.
- Children's progress in communication, language and literacy and mathematical development is very good, the children are able to use their phonic knowledge to write first names and use resources to compare and calculate.

### What needs to be improved?

- children's independence at snack time.
- daily opportunities to explore and mix colour.
- formal information for parents regarding their children's progress towards the early learning goals.

<b>What has improved since the last inspection?</b>
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All aspects from the previous inspection have been addressed.
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children persist for an extended length of time at an activity of their choice. They seek out others to share experiences and show a sense of pride in own achievements. They make good relationships with adults and each other, respond well to boundaries and are beginning to manage their own behaviour. Children are developing good social skills and independence, however children are not able to have independence at snack time or have regular daily opportunities to explore and mix colour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing and they are able to respond to simple instructions and ask questions using 'what' and 'where'. They use talk to give new meanings to objects and some four year old's talk to those not known to them. Children enjoy using books on a one to one basis and in groups, showing an interest in print both in books and the environment. They are able to link sounds to letters with confidence and ease. Some three and four year old's can write first names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing an interest in shape recognition and willingly count up to nine. They join in with number rhymes and songs and are beginning to develop an awareness of number, shape and pattern. Children use mathematical language and can reliably compare groups of objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, show curiosity, investigate and manipulate objects. They can use everyday tools for a purpose and join and construct. Children have an interest in the world they live in and show a sense of time. They are beginning to differentiate about past and present. Children do not have opportunities to develop and complete a simple programme on the computer and/or perform simple functions on Information and Communications Technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around both indoors and out confidently, freely, showing good self control and spatial awareness. Children are able to use their bodies to competently slide, pedal and mount stairs on climbing equipment using alternative feet. They engage in activities requiring hand/eye co-ordination. Children show awareness of good hygienic practices.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are beginning to differentiate colour. They use their bodies to explore texture. Children enjoy songs and rhymes. Children show an interest in what they hear, smell, touch and feel and have access to good role play areas. They notice what adults do, imitating what is observed and then do it spontaneously when the adult is not there. Children do not have regular daily opportunities to explore and mix colour.

**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**

- further develop children's independence at snack time and provide regular daily opportunities for children to explore and mix colour.
- formulate formal channels of communication to share with parents their children's achievements and use this to inform future planning.
- provide opportunities for children to develop and complete a simple programme on a computer and/or perform simple functions on Information and Communication Technology.

*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.*