



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200821

DfES Number: 513623

### INSPECTION DETAILS

Inspection Date 27/01/2004  
Inspector Name Paula Hunt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name TIDDINGTON PRE-SCHOOL CENTRE  
Setting Address ALVESTON CHURCH HALL  
MAIN STREET, TIDDINGTON  
STRATFORD-UPON-AVON  
WARWICKSHIRE  
CV37 7AZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Tiddington Pre School

### ORGANISATION DETAILS

Name Tiddington Pre School  
Address Alverston Church Hall  
Main Street, Tiddington  
Stratford-upon-Avon  
Warwickshire  
CV37 7AZ

## 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

Tiddington Pre-School was first established 40 years ago and has been under the current registration since 1993. It operates from Alveston Church Hall, in the village of Tiddington, close to Stratford upon Avon. The group has sole use of the main room, toilets and kitchen when operating. There is a fully enclosed outside play area and the group has use of adjacent playing fields.

There are currently sixteen children from two to five years on roll. This includes five funded three-year-olds and 2 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The setting opens five days a week during school term times. Sessions are from 09.30 until 12.30 and the children take a packed lunch.

The Supervisor and deputy have early years qualifications to NVQ level 3. A further staff member is working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Tiddington Pre-School provides good care for children. The setting provides a warm and welcoming environment for children, where they are settled and enjoy their time. The setting is committed to staff development and provides training opportunities for all. The three staff work well together to ensure all the children receive appropriate support and their individual needs are met.

Space is well organised to provide a wide range and a balance of interesting activities for the children. Activities are varied and contribute to the children's learning and development. Children form caring relationships with the staff and their peers. Staff have a good understanding of positive behaviour management strategies, which they implement effectively in their interactions with the children.

Staff show a generally sound awareness of health and safety issues, promoting the safe use of equipment and materials and encouraging good hygiene. However, risk assessments are to be carried out on the activities and premises and at least one member of staff with a current first aid certificate must be on the premises at any one time. Children's records include relevant details of individual care and dietary requirements, and there are suitable arrangements in place to support children with identified special educational needs.

Partnership with parents is friendly and relaxed. Children take drawings and artwork home and parents are welcome into the setting to exchange information daily. Parents are provided with useful information about the setting in the prospectus and on the notice boards. Parents report they are happy with the care their children receive.

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

At the last inspection the pre-school agreed to ensure that all low level glass conforms to BS EN safety standards.

A layer of protective safety film has been applied to all low-level glass throughout the setting and now conforms to BS EN safety standards.

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

- The setting is committed to improving the standards of care and education for children. Staff are provided with opportunities to update their own knowledge and skills of working with children.
- A good range and balance of activities are available to the children throughout the session. Children are interested in the play provided and enjoy their time at the pre-school.
- Staff demonstrate a good understanding of managing children's behaviour. They effectively implement the setting's policy and are consistent in their approach.
- Staff work well with parents, they exchange daily information about the care and achievements of the children.

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

- first aid training, to ensure at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time
- documentation, to ensure a written risk assessment is completed and any actions are identified to minimise risks and for them to be reviewed and monitored regularly.

**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
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.

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

### How effective is the nursery education?

Tiddington Pre-School provides a warm and welcoming atmosphere where children settle well and make generally good progress towards the early learning goals. They make generally good progress in most areas of learning, with very good progress in the area of mathematics and knowledge and understanding of the world.

The quality of teaching is generally good. Staff are enthusiastic and work well together to provide a varied and interesting curriculum that enables children to successfully learn. They have a sound understanding of the early learning goals, which helps them to plan interesting and varied activities. Planning and assessment is generally good and used to help children make progress however, plans lack sufficient detail as to how individual children will progress or how more able children will be sufficiently challenged. More able children have limited opportunities to develop independent play and learning, in extending their skills in writing and role-play. Good systems are in place to support children with special needs.

Leadership and management of the setting are generally good. Staff are aware of their roles and responsibilities and the day to day running of the setting works well. Staff are encouraged to attend training and have regular planning and review sessions to maintain and improve standards. Staff are involved in developing their planning, assessment and monitoring practices and have regular contact with the Early Years advisory Teacher to further improve the provision.

The partnership with parents is generally good. Parents are given good information about what their children are doing through regular newsletters and an annual report. They are encouraged to be involved in their child's learning through the committee and helping during pre-school sessions. Information about their child's progress is on an informal basis at present but is available in individual achievement files.

### What is being done well?

- Staff provide a caring environment where children feel secure and separate well from parents/carers and settle quickly to activities.
- Children talk confidently and listen well. They use language effectively to organise their play and interact with staff and each other.
- Mathematics and mathematical language is encouraged throughout all activities.
- Children are confident and interested in the wide variety of interesting activities that motivate their learning.
- Support for children with special needs is good.
- The pre-school has a good partnership with parents and carers and

opportunities are provided for them to share in their children's learning.

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

- Staff deployment to ensure areas such as the role-play, emergent writing and everyday physical development receives sufficient attention to further children's experiences
- the further development of the planning to ensure children's independence is encouraged in the self-selection of resources and in initiate their own activities and learning.

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

Improvements since the last inspection have been generally good. The setting has purchased an art trolley to store creative resources and children can now easily see, reach and choose their creative activities at a time of their choice.

The setting has worked hard in strengthening their partnership with parents. They actively encourage parents to learn about and become more involved in their children's learning through written information such as newsletters and activity information, open evenings, the committee, a parents rota and skill sharing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

They are happy to come into the setting and leave their parent/carer. They are making good relationships with each other and staff in small groups and one to one activities. Children are able to choose some activities independently. However some opportunities are missed to further the children's independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy and respond to songs, stories and talk about their families and events. Some children recognise their names, written letters and words. Labels, letters and pictures around the room reinforce their learning. Children incorporate mark making into various activities such as the role-play post office. Children have limited opportunities to develop their writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics and mathematical language is encouraged throughout all activities. Most children can count to ten and some recognise most written numerals. Children use numbers, addition and subtraction in some activities, for example counting songs and snack time. They use their learning of patterns and shapes in creative activities such as wall displays.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently talk about people and events in their lives and take an active interest in their environment. They design and construct well with a variety of materials, investigate and explore and use the computer with confidence. Children are gaining awareness and knowledge of the food, dress and celebrations of other cultures, for example Chinese New Year.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move carefully and competently around the setting avoiding children and toys as they go. Staff provide good access to a good range of small equipment and tools such as threading, jigsaws, and play dough and a range of larger equipment such as the tunnel and climbing frame. They can jump, throw and are developing catching skills. Opportunities to climb and balance are limited and children do not have free access to large equipment on a daily basis.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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They have good opportunities to explore a range of planned activities such as painting, junk modelling and play dough. They show an interest in what they see, touch and feel. Children sing songs and rhymes from memory and use musical instruments. The role-play area is changed frequently which allows children to explore different roles but sometimes lacks staff support.

**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 planning so that the balance of child and adult initiated activities enables children to be more independent in selecting resources and initiating learning.
- Ensure staff are deployed effectively to support the children's learning, particularly in the role play and emergent writing areas.

*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.*