



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 321542

DfES Number:

### INSPECTION DETAILS

Inspection Date 11/03/2004  
Inspector Name Ingrid Pine

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Heslington & Badger Hill Pre-School  
Setting Address Lord Deramore's Primary School  
School Lane, Heslington  
York  
North Yorkshire  
YO10 5EE

### REGISTERED PROVIDER DETAILS

Name The Committee of Heslington & Badger Hill Pre-School

### ORGANISATION DETAILS

Name Heslington & Badger Hill Pre-School  
Address Lord Deramore's Primary School  
School Lane, Heslington  
York  
North Yorkshire  
YO10 5EE

## 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

Heslington and Badger Hill Pre-School opened in 1992. It operates from one room based in Lord Deramore's Primary School and serves the local area. There is an enclosed outdoor play area and the group has access to the large school grounds.

There are currently thirty-one children from two and a half to five years on roll. This includes eighteen funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting offers support for children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are variable between 09:15-11.45 and 12:30-15:00. There is a parents and tots group on Monday morning and Wednesday afternoon which feeds the playgroup.

Five staff cover various sessions. Over half the staff have early years qualifications to NVQ levels 2 and 3.

### How good is the Day Care?

Heslington & Badger Hill Pre-School provide good quality care for children. A detailed operational plan contains clear, concise policies and procedures understood and implemented by the staff. The staff have appropriate qualifications and experience and work well together as a team. Space is organised very efficiently and staff do well to provide such a wide choice of activities for the children to access.

There is a high standard of awareness regarding safety and security for children. Attention to health is mostly satisfactory. The environment is warm and welcoming to children and parents. Children throughout the setting are happy and confident. They receive constant support and reassurance from staff. Play materials are age appropriate and meet the children's needs well.

Activities are planned to give the children new experiences, encouraging them to use what they know and to learn more. Children's individual needs are met well and

there is good support for children with special needs and those whose first language is not English. Effective behaviour policies are in place and children are managed in a sensitive and caring manner.

Relationships with parents are very good. There is effective communication and parents are aware of both the care provided and their children's progress.

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

The group was asked to look at their outings policy. This has been done and a comprehensive procedure put in place to ensure children are safe during visits and outings.

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

- Staff work together consistently as a team. They know the children very well and create a caring environment where children feel confident and secure.
- Children's work is used effectively to create a bright and interesting environment and to show that their efforts are valued.
- Activities are planned and provided that encourage children to experiment, question and explore their own environment. Children are particularly competent in mathematical concepts such as size, shape and counting. They express themselves well through imaginary situations and role play.
- The setting is well laid out and resourced with good quality equipment both inside and out. Children have access to regular outdoor play.
- Staff have a positive and consistent approach in encouraging and valuing good behaviour. The children are sociable and considerate towards one another, they take turns and share play equipment. Staff are seen to be good role models and treat each other and the children with respect.
- The committee provides good support and administrative services.
- There are excellent partnerships with parents and carers. An effective key worker system ensures that children are settled and parents kept well informed of their children's progress and of the care provided. There are regular newsletters and opportunities for parents to contribute to children's assessment records.

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

- the provision of a selection of healthy snack options.

#### **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
8	Ensure snacks include a range of healthy options such as fruit, dairy produce and vegetables.

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

### How effective is the nursery education?

Heslington and Badger Hill provides a stimulating environment where children are happy and settled and enjoy learning. Staff create a friendly and welcoming atmosphere and children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good and staff interaction with the children is exceptional. They have a sound understanding of the foundation stage providing a stimulating range of equipment and resources which staff use well to support children's progress. A range of well planned and continuous activities ensures children's interest is sustained and they are well motivated to learn. There is an assessment system in place which is used effectively to monitor progress over time and to plan for the next stages in children's learning. Behaviour is exemplary and children respond well to the boundaries set for them by staff.

Leadership and management are very good. There is a comprehensive operational plan and a high level of support from the committee. Staff training is supported and the staff team work well together. A strength of the pre-school is their shared commitment towards continual improvement of the groups staffing structure and administrative support.

Partnership with parents is very good and they speak well of the setting. They receive useful information on various aspects of children's development. Parents have good access to their children's records and they are encouraged to contribute to these. There is an open door policy and parents have the advantage of having a key worker to discuss their children's progress with.

### What is being done well?

- Children are effectively encouraged in their personal, social and emotional development and are well motivated towards learning. They are able to operate independently and with confidence and they have good relationships with each other.
- Children's physical development is well promoted through a range of well planned activities both indoors and outdoors.
- Good staff interaction and well planned and continuous activities create a stimulating and interesting environment where children learn through play. Consequently children's behaviour is good and they respond positively to the expectations set for them by staff.
- Small group work has recently been introduced and is having a positive impact on the children's learning and is well managed by staff.

- Partnership with parents is given high priority and they receive useful information about the setting, are encouraged to be involved with their child's learning and have good access to their child's records of achievement.

**What needs to be improved?**

- opportunities to extend more able children's mathematical thinking in early understanding of simple mathematical problems and solutions.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are well fostered by staff who are sensitive to their needs. They are effectively encouraged to develop their independence. Both 3 year olds and four year olds choose between activities and select resources for themselves. They learn to take care of their own personal needs for example putting on their own coats and washing hands. Children behave extremely well. They learn to share and take turns and to be polite and considerate to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are eager to talk to staff and each other. They enjoy listening to stories, looking at books independently and enthusiastically enact familiar traditional fairy tales. Children recognise their first names and are beginning to write these correctly with well-formed letters. Adults act as good role models encouraging children to write for a purpose and more able children enjoy copying print.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good understanding of number. Older children can count to ten and recognise shapes, colours and sizes. Four year olds use positional language confidently. Their understanding of numbers is reinforced as they take part in themed activities such as The Three Bears and making selection lists at snack-time. Children are developing their awareness and simple understanding of calculating through everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience nature in their immediate surroundings. The school grounds are used well to stimulate children's interest in the natural world and their locality. They talk about familiar sights such as the wild rabbits that visit the field. Children learn about the past and present and other cultures from visitors and planned topic work. They are adept at using the computer. They can skilfully use glue and are competent at constructing models from recycled materials.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move in a variety of ways with skill and confidence, they are able to negotiate space well. They use their bodies effectively in music and can relate different sounds to body movements. Co-ordination is well developed and they are able to climb, balance and manoeuvre big sit and ride toys. They can use a variety of equipment such as scissors, paint brushes and tools in the dough, sand and water.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have the opportunity to express themselves through a variety of mediums. They enjoy exploring patterns and free painting and this is evident in the colourful displays of their work. They have free access to musical instruments and know and perform a wide range of songs and nursery rhymes enthusiastically. Their drama skills are excellent and they can act out a narrative with confidence and finesse.

**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:*

- The setting is of high quality and there are no significant weakness to report. A point for consideration was raised regarding extending opportunities for children's to model touching or moving objects whilst counting them, for example 'one less' and 'number before'.

*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.*