



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

URN 314646

**DfES Number:** 521419

### **INSPECTION DETAILS**

Inspection Date      18/03/2005  
Inspector Name      Marian Bvumburai

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Hessle Pre-School Nursery  
Setting Address      44 Ferriby Road  
                         Hessle  
                         North Humberside  
                         HU13 0HT

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs. Kathleen Rhodes

## 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

Hessle Pre-school Nursery is registered to provide full day care for a total of 42 children aged from birth up to five years. There are currently a total of 80 children on the register. None of the children attending at present have special needs or speak English as a second language.

The nursery operates in a converted detached house, with an additional L shaped annex building in the back garden and is situated in Hessle, a small town approximately five miles from the City Centre of Hull. The babies and toddlers are cared for in the first floor rooms, the two years olds downstairs and the three and four year olds in the annex building. Opening times are 07:30 -18:00 hours from Monday to Friday through-out the year.

Twenty-one staff members are employed. Staff with supervisory responsibility are suitably qualified and experienced.

Government funding is received for the four year olds and some of the three year olds. The nursery receives educational support from a Mentor provided by the EYDCP.

The setting has since received the 'Investors in People Award'.

### How good is the Day Care?

Hessle Pre-School Nursery provides good quality care for children in a warm, welcoming environment. Staffing arrangements ensure that children have sufficient adult support to feel secure and confident. Taken overall, the premises are well maintained, however, the accommodation for staff and doors to some of the toilets are in need of attention, and also, some windows need to be made safe. The resources are of high quality and used effectively. Documentation is satisfactorily managed and stored securely.

Children's safety is given high priority and their health is well maintained. Nutrition is

managed appropriately. Children's self esteem and confidence is very well nurtured and special needs are comprehensively supported. Staff are knowledgeable about child protection procedures and have a good understanding of how to protect children from abuse. Effective systems are in place for recording accidents and seeking parental consent, however, the system for recording medication administered is incomplete.

Staff have very good relationships with children; they listen to children attentively and provide a stimulating range and balance of activities. Good access is provided to toys and equipment for all children to ensure that their needs are well met and they feel valued. The children are very well behaved and respond enthusiastically to positive strategies that emphasise praise, encouragement and caring and sharing.

The setting maintains very good relationships with parents through good communication and friendly, approachable staff. Parents can make appointments to discuss the child's progress, and children under the age of three-years take home a daily report. There are plans to hold open days in the near future.

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

At the last inspection the setting was asked to provide an action plan detailing how they would meet the 50% qualified staff requirement for the baby room, confirmation of verification of driver and car documentation for staff using their own cars to transport children, and to keep a record of incidents.

The above have been addressed satisfactorily. The nursery now keeps a record of incidents, and this is used effectively and vigilantly. Licensed local taxis are used to transport children, with a police vetted member of staff as an escort. Staff assigned to the baby room are suitably qualified and others are working towards recognised Childcare qualifications.

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

- Staff maintain very good relationships with children to develop their confidence and self esteem; children approach adults with self-assurance, knowing that they will be listened to and their concerns given appropriate attention.
- Resources are of a very high quality and well sited to promote good co-operative play, meaningful role-play and suitable challenge.
- Children's safety is effectively maintained through efficient monitoring of the setting and robust policies that define procedures clearly.
- Children's needs are very well met. They are valued and treated with respect so that they are kind to each other and demonstrate a good understanding of the feelings of others.

- The setting supports children with special needs extremely well through a variety of methods ranging from the premises and resources to individual care and collaboration with parents and specialists.
- The staff are very good role models for children's behaviour; they apply positive and consistent strategies and provide clear explanations so that children respond willingly to requests, are caring and polite to each other and to adults and are very well behaved.
- Relationships with parents are excellent; good communication is maintained so that parents feel welcome and well informed. Feedback from parents includes comments such as "Nothing could be improved. We're fortunate in our choice of nursery. The care has been exemplary".

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

- the staff room
- the securing of toilet doors in the pre-school building
- the safety measures with regard to windows in the pre-school building
- the system for recording medicine administered to children

#### **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.

#### **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
-----	----------------

4	Ensure that accommodation is suitable for its purposes with regard to staff room provision.
4	Make sure that children are enabled to make a choice about privacy when using the toilet with regard to securing toilet doors (in the pre-school building).
6	Ensure that windows in the pre-school buildings are made safe.
7	Ensure that a system for recording medication administered is devised and implemented.

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

### How effective is the nursery education?

Hessle Nursery provides very good quality education where children make very good progress towards the early learning goals through skilful teaching and a wide range of practical activities. Children make very good progress in communication, language and literacy, mathematics, knowledge and understanding of the world, personal, social and emotional, physical and creative development.

Teaching is very good. Staff have a good knowledge of the early learning goals and plan effectively for children's progress. Children with special needs are well supported and all children are effectively challenged in most areas of learning. The syllabus is productively structured to help children to learn through their experiences and staff work effectively as a team to help sessions run smoothly. They are good role models for behaviour so that children are well behaved, polite, caring and considerate towards each other. Very good relationships are established with children and their self esteem and confidence is successfully nurtured. Resources are skilfully deployed to encourage children's independence and co-operative play.

Good leadership provides clear goals for staff and they are successfully encouraged to attend relevant training. Recommendations from specialists are implemented constructively to help children progress.

Excellent relationships exist with parents; they are given meaningful information about their children in an easily understood format and are successfully encouraged to share information about their children, which helps the setting to plan effectively for progress towards the early learning goals. Parents find the setting welcoming and the staff approachable and informative.

### What is being done well?

- Children's self esteem and confidence is very well fostered. Their ability to understand the needs of others is very advanced as a consequence and they are polite and considerate to each other in their free play as well as group activities. They demonstrate a strong sense of belonging to the group and approach adults with confidence and self assurance.
- Children's language skills are extensively supported with skilful prompting and open ended questioning to encourage their thinking abilities and vocabulary which promotes good sentence construction and coherent dialogue.
- Children are successfully encouraged to value books through encouragement to read to each other in group activities and in their free play. They are encouraged to understand writing for different purposes through good labelling around the setting, including the use of Braille, and encouragement to practise writing in their free play in the home corner and other self chosen

activities.

- Children's knowledge and understanding of the world is well supported through good use of natural materials and their familiarity with real tools is fostered through free access to, and positive surveillance of, the woodwork bench. Their role play with modern technology demonstrates a sound understanding of its uses and enhances their imagination and co-operative play.
- Commitment to working with parents is strong, they are given good information about the setting and, on a daily basis, parents are updated about their children's progress. Individual files are kept about children's progress and parents have ready access upon request.

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

- provide more opportunities reinforce some of the children's learning regarding number recognition

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

At the last inspection the setting was asked to put a date on all assessments of children's progress and attainment to ensure regular coverage of the assessment process.

This has been addressed satisfactorily, all records observed were dated.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are effectively praised and supported to achieve. They are eager to learn, independent and have good relationships with each other and with staff. They respond well to clear explanations of right and wrong, follow instructions reliably and approach familiar adults with confidence. The children are very well behaved, sensitive to the needs of others and polite.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's vocabulary is broad and their thinking skills are successfully encouraged through open ended questioning. Good labelling helps them to recognise writing for different purposes which underpins their learning in other areas. Some children, both three and four year-olds, form recognisable letters and write their own names clearly and correctly. They listen to stories attentively and handle books with care.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children demonstrate good number recognition and most count reliably up to eight. Four year-olds have a sound concept of numbers up to five and most four year-olds can add and subtract numbers up to five dependably. Three year olds demonstrate a developing understanding of shape, size and quantity in their free play with sand and water. Insufficient opportunities remain, however, for some three-year-olds to practice number recognition through everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children explore their environment with confidence; they use modern technology correctly in their role play and use the computer skilfully to follow programmable games. All children build and construct using a range of materials both man made and natural, such as sand, soil for gardening and large and small construction. All children learn about cultures and beliefs in practical ways such as through activities related to festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Most children move with confidence and demonstrate a developing sense of space of themselves and each other as they climb over and under large equipment and manoeuvre wheeled toys skilfully. All children handle tools with care and give appropriate respect to real tools at the woodwork bench. Three year-olds demonstrate increasing skill at using writing materials and scissors and are mostly reliable at personal hygiene. Staff talk to children about the changes in their bodies after being active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children's creative skills are highly developed; both three and four year-olds routinely mix colours and reliably predict how they will change. All children explore natural materials and observe how materials react to different processes, such as cooking and baking. All children enjoy role play and express their ideas well in many different contexts such as stories, when they tell stories and read to each other in their free play, singing, music and artwork.

**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:*

- .There are no significant weaknesses to report but consideration should be given to improve the following:
- the providing of more opportunities to reinforce some of the children's learning regarding number recognition.

*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.*