



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221878

DfES Number: 521111

### INSPECTION DETAILS

Inspection Date 28/09/2004  
Inspector Name Jean Goodrick

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name King Street Pre-School  
Setting Address Wesley Methodist Church  
King Street  
Cambridge  
Cambridgeshire  
CB1 1LG

### REGISTERED PROVIDER DETAILS

Name The Committee of King Street Pre School

### ORGANISATION DETAILS

Name King Street Pre School  
Address Wesley Methodist Church  
King Street  
Cambridge  
Cambridgeshire  
CB1 1LG

## 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

King Street Pre-school opened in 1971. It operates from a large room at Wesley Methodist Church which is situated close to the centre of Cambridge.

The pre-school serves the wider area.

There are currently 29 children from two to five years on roll. This includes seven funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

Two part time and two full time staff work with the children. One staff member has an early years qualification to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

King Street Pre-school provides good quality care for children.

Staff are very experienced and work well as a team. They are open to new learning to improve their practice. Staff provide an excellent range of stimulating activities for the children, including outdoor play. Healthy eating is encouraged and a high priority is given to the welfare and safety of children.

Staff have warm, respectful relationships with the children. They listen and respond to the children with interest and lively humour. Staff are attentive to children's individual needs and they are developing skills and expertise in the area of special needs. Children are encouraged to value difference. Staff have a consistent approach to behaviour management including plenty of praise and encouragement.

Partnership with parents is very good. Parents receive comprehensive information when their children start at the pre school and they exchange information on a regular basis. Parents give glowing reports about the care their children receive.

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

At the last inspection it was agreed that staff would improve procedures by keeping a record of incidents and by keeping a visitors' book. These actions have been carried out.

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

- Staff provide an excellent range of resources so that children make progress in all areas of their development
- High staff ratios ensure that children receive plenty of individual attention and support. New children are gently encouraged to participate in activities.
- Staff set clear boundaries for the children's behaviour so that the children feel secure.
- Staff provide good support for children with special needs. They work closely with parents and other agencies to ensure that there are clear plans and expectations.
- Children have regular opportunities for outdoor play.
- Parents are involved in all aspects of the pre-school.

#### **An aspect of outstanding practice:**

Staff plan and provide a wide range of activities which the children find interesting and fun. There is a creative mix of activities which are adult led and child initiated. Staff spontaneously follow children's interests, for instance, in setting up a puppet show, and children help to make decisions about whether they should have some time for outdoor play on a rainy day.

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

- staff qualifications so that minimum requirements are met
- child protection procedures and the key personnel's knowledge and understanding of child protection issues

#### **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
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare
13	Ensure that staff improve their knowledge and understanding of child protection issues and that child protection procedures include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

The provision for nursery education at King Street Pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge and understanding of the Foundation Stage curriculum. They provide an excellent range of activities which cover all the learning areas. Staff encourage children to think and demonstrate what they know and teaching reflects high expectations for each child. Staff build good trusting relationships with the children. They have consistent and positive behaviour strategies and provide good role models. Resources reflect diversity and promote racial harmony. There is good provision for children with special educational needs.

Staff meet regularly to plan the curriculum and share teaching strategies. Their plans are based on the stepping stones towards the early learning goals. Key staff make good use of ongoing individual assessment to plan the next steps in children's learning.

Key personnel are strongly committed to maintaining high standards and improving the provision. Staff are clear about their roles and responsibilities and they attend training regularly to improve their practice. There are regular committee meetings and areas for improvement are identified such as the outside play area.

Partnership with parents is excellent. Parents are involved in all aspects of the provision. They receive information about the Foundation Stage curriculum and they are actively involved in their children's learning taking part in the parent rota and contributing to topics and resources. They give glowing reports of their children's progress.

### What is being done well?

- The staff form very good relationships with the children and their families. They show a genuine interest in what children say and do, treating their comments and opinions with respect.
- Planning is very good. It is based on a secure knowledge of the Foundation Stage curriculum and makes clear what children should be learning from the activities; this enables staff to offer a stimulating and exciting pre-school experience for children.
- Staff have high expectations of behaviour and support the children well to achieve these standards.
- Children's physical skills are progressing well through a wide range of activities both indoors and out.

- There are very good resources to encourage children to respect difference. Staff are sensitive to the needs of children with English as an additional language and have good awareness and expertise in supporting children with special educational needs.

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

- further improvement of systems to assess children's progress.

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

The improvement in provision since the last inspection has been very good. Staff have developed their planning and assessment of creative development and knowledge and understanding of the world. Children have excellent opportunities to use technology in their learning. They talk about patterns and change in the natural environment and learn about other cultures. They also provide very good opportunities for children's physical development with imaginative use of the outdoor play area in all weather, for instance, linking the current topic of 'orange' with orange water in the water tray.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate for increasing periods of time at self chosen tasks. They are learning to share, with support and to work co operatively, for instance in helping to tidy up the room. Children form good trusting relationships with adults and peers and they learn to speak confidently in a familiar group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children respond with enjoyment to stories, songs and rhymes. They handle books with care and have good opportunities to write their names and to link sounds to letters, for instance bringing in items which begin with 'b'. Children use language to explore their experiences, real and imagined.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to ten with increasing confidence. They have good opportunities to explore early calculation as they sing rhymes such as 'Five little buns in a baker's shop'. Children learn to recognise different shapes in their name cards and use mathematical language in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to design and construct using a variety of materials. They investigate materials and objects and explore similarities, such as those which are 'orange'. Children use information technology to support their learning and they talk about events in their lives and those of their families.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to handle tools, objects and malleable materials with increasing control. They show increasing awareness of the space of their own space and that of others as they choose activities and resources inside and use a variety of equipment in the limited outdoor space.

### CREATIVE DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to use their imagination in movement, role play and stories, for instance, in performing a puppet show. They sing simple songs from memory and respond to experiences with their senses, feeling and smelling the herb 'rosemary'. Children explore different colours and link movements to music.

**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 improving the following:
- Further improve systems to assess children's progress linked to the stepping stones towards the early learning goals.

*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.*