



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 314670

DfES Number: 510319

### INSPECTION DETAILS

Inspection Date 06/12/2004  
Inspector Name Josephine Ann Northend

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Leconfield Pre-School  
Setting Address Leconfield School  
Arram Road  
Leconfield  
East Riding of Yorkshire  
HU17 7NP

### REGISTERED PROVIDER DETAILS

Name The Committee of Leconfield Pre-School

### ORGANISATION DETAILS

Name Leconfield Pre-School  
Address Leconfield School  
Arram Road  
Leconfield  
East Riding of Yorkshire  
HU17 7NP

## 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

Leconfield Pre-School is a voluntary setting, situated in the village of Leconfield in East Yorkshire serving the local community and families at the nearby Ministry of Defence School of Transport. The pre-school was originally set up in 1972 and moved in 1990. It now operates from a large hall in the local primary school, where there is also access to an outside play area.

There are currently 26 children from two to five years on roll. This includes 15 funded three-year-olds and nine funded four-year-olds. The setting supports children with special education needs and there are two children attending who speak English as an additional language. Children attend for a variety of sessions.

The group opens Monday to Friday during term time. Sessions are from 08:55 until 12:00. There are five members of staff working with the children of which three have early years qualifications.

The setting receives support from the Local Authority teacher/mentor.

### How good is the Day Care?

Leconfield Pre-School provides good care overall for children. The person in charge is very experienced and suitably qualified. There are clear procedures in place for the recruitment and induction of staff. Most required documents are in place and registration systems are maintained well. The physical environment is warm and welcoming and there is sufficient space that is used invitingly.

The safety of the children is given good attention by staff and the premises are secure. There are clear procedures in place for the administration of medication, staff have relevant first aid certificates and there is a clear sick children policy in place. An accurate record of accidents is maintained and children's health is promoted through good hygiene practices and procedures. A clear equal opportunities policy is in place, staff are aware of and promote children's individual

needs. There are comprehensive procedures in place to support children with special needs and clear procedures to be followed in the event of a child protection concern.

The range of toys and equipment is good and include a range that reflects diversity. Staff plan an exciting and interesting range of activities and play opportunities that develop children's emotional, physical, social and intellectual capabilities. There is a clear behaviour management policy in place, children are aware of the rules in place, are well behaved and they have positive relationships with the staff.

Partnership with parents is good, they receive comprehensive information about the setting in a variety of forms. They have access to their child's progress reports and have opportunities to become actively involved in their child's learning.

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

not applicable

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

- Partnership with parents is good, they receive comprehensive information about the setting in a variety of ways and have opportunities to become actively involved in their child's learning.
- Staff plan an exciting and interesting range of activities and play opportunities that develop children's emotional, physical, social and intellectual capabilities.
- There is a clear behaviour management policy in place, children are aware of the rules in place and staff support children's behaviour well.
- Good attention is given to ensuring children's individual needs are met.
- There are comprehensive procedures in place to support children with special needs.

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

- policies to include the procedures to be followed in the event of a child being lost
- the complaints policy to include Ofsted's address and telephone number.

#### **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.)**

Since the last inspection Ofsted have not received any complaints about this provider.

**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
14	Develop policies to include the procedures to be followed if a child becomes lost and include the regulators information in the complaints policy.

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

### How effective is the nursery education?

Leconfield Pre-School provides very good quality nursery education which enables children to progress towards the early learning goals. Children are making very good progress across all the six areas of learning.

The quality of teaching is very good. Staff work with the children throughout the session, they are deployed well and use their time effectively to support children in their learning. Staffs' high awareness of the stepping stones and early learning goals enables them to plan an interesting and appropriate range of practical activities. Children's learning is extended through the excellent use of resources and open ended questioning used by staff. Daily planning and assessment identifies objectives and outcomes are used to inform future planning. Children's behaviour is good due to the positive relationships with staff and the praise and encouragement offered.

Leadership and management is very good. It is well established and has a positive impact on children's learning. There are clear aims and objectives in place, understood and implemented by staff. The evaluation and monitoring of practice is thorough and ensures the effectiveness of the setting.

The assessment of the provision clearly identifies strengths and weaknesses, and plans to make improvements are acted upon. The staff work well together as at team due to confident and well informed management. Weekly planning meetings are held, effectively guiding staff in delivering the foundation stage and meeting children's individual learning needs. There is a strong commitment to training and the professional development of staff.

Partnership with parents is very good. They receive clear information about the setting in a variety of forms and are made aware of the topic, the daily routines and the foundation stage. Parents are actively involved in their child's learning and opportunities are extended to support the child's learning at home. Assessment records are shared well with parents.

### What is being done well?

- Leadership and management is very good. It is well established and has a positive impact on children's learning.
- Staff work with the children throughout the session, they promote positive behaviour and have good relationships with the children.
- Children are interested and motivated to learn, they demonstrate a positive approach to new experiences and concentrate for extended periods of time on activities of interest to them.
- Children have good relationships with staff and each other, demonstrating increasing care and concern for others.

- The planning and assessment systems identifies objectives and outcomes are used to inform future planning.

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

- the attention given to sharing information with parents about policies, routines and activities and how these help children learn
- the use of the outdoor area to extend children's imaginative and physical play.

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

Good progress has been made since the last inspection, there was one point for consideration raised, to develop the existing system for evaluating children's learning in the planned activities in order to inform short term plans more effectively; include details of how planning takes into account the learning needs of individual children, especially those who learn more quickly or slowly than others.

The system for evaluating children's learning has developed well, and is used to inform short term plans. Children's individual stages are assessed well, their learning needs are assessed against the early learning goals and used to plan what children should do next.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved and have formed good relationships with staff and each other. They co-operate well with each other and some show good care and concern for others. Children are confident to try new experiences, they are interested in the activities and older children can concentrate for extended periods of time. Children display a good sense of community, they comment upon different parts of their lives and are developing a positive self image.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently and are extending their vocabulary through stories, activities and books. They initiate conversation, take turns in speaking and use talk in imaginary situations. Children freely select books and enjoy stories, they can predict, retell and recall events from the narrative. They use writing skills for a purpose and are starting to form recognisable letters. Older children are developing good reading skills, they recognise familiar words and can create sentences.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count beyond 10 in the correct order and confidently select the correct numeral to represent a number of objects. They are developing an awareness of shape, size and measure and comment upon similarities in shape and size when sorting and matching everyday objects. Children are beginning to use simple calculations in everyday activities and can predict how many is left when one has been taken away. They are developing good spatial awareness when completing jigsaws and puzzles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing very good computer skills, they use the mouse well and can complete simple programmes. They use a variety of programmable toys with confidence. Children are showing good understanding of time and place, recalling past and present events and details of their own world. They comment upon similar and dissimilar properties in objects and ask why things happen. Children learn about living things and can describe simple features.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move around confidently and negotiate space well while controlling their speed. They are gaining confidence in handling tools and malleable materials safely and independently. Children are developing good hand to eye co-ordination, they manipulate threading beads and pegs into peg boards well. They are developing good health and bodily awareness, they know about germs, and food that makes you healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination well in art and design, role play and stories. They enjoy exploring media and materials and are beginning to explore two and three dimensional shapes. Children have a good repertoire of songs and enjoy learning new ones. They are developing and good rhythm and movement to music and use musical instruments with increasing confidence.

**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 on, but consideration should be given to improving the following
- the systems for sharing information with parents about policies, routines and activities and how these help children learn
- the continued development of the outdoor area to extend children's imaginative and physical play.

*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.*