



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305122

DfES Number: 525405

### INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Rachel Ruth Britten

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ivy-Bank Pre-School
Setting Address	Valley Road Macclesfield Cheshire SK11 8PB

### REGISTERED PROVIDER DETAILS

Name	. Ivy-Bank Pre-School Committee
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## 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

Ivy Bank Pre-School is a 24 place sessional care resource which runs for ten sessions per week, and currently has a total of 40 children on roll, including 27 funded three year olds and no funded four year olds. Two of the funded children have special educational needs and/or disabilities, and teacher support from the EYDCP is involved. There are no children for whom English is an additional language.

The pre-school is committee run, employed a new supervisor and two new deputies in 2002, and has three out of six staff fully qualified.

The pre-school takes place in a mobile building in the grounds of the local primary school, and has two large activity rooms available, plus suitable outside play space, toilets, kitchen, and office area. There is a large foyer entrance where parents can wait, and this provides additional activity space if wished.

Children attending range in age from two and a half to school age, and sessions are tailored to divide the children into smaller groups according generally to age and need.

### How good is the Day Care?

Overall the day care is judged to be satisfactory.

The organisation of the day care setting is good, the environment having been improved and decorated, making it welcoming and bright inside. It is well laid out with accessible storage and good equipment levels. Staff are suitably qualified and ratios of staff to children are high. Registration systems work well, and although evidence of this was not available for inspection, staff have been suitably vetted. Appropriate child details are kept, and most policies and procedures are in place.

The safety and care of children is well attended to in the areas of health, hygiene and food and drink, because staff demonstrate and reinforce good hygiene routines;

attend to children who are unwell; deal with accidents appropriately (all staff have First Aid); and provide sugar free snacks and drinks. Risk assessments are acted upon, so that a landline phone and new windows have been purchased to improve communication and security.

Child protection knowledge, policy, and information are unsatisfactory however, and may require further training. Certificates of fire, electrical and gas safety were unavailable.

The range and quality of the activities are good due to the staff input to children being well planned, evaluated and executed. High staff ratios mean that children's individual needs are well attended to, supported by the key worker system which is in place. Good behaviour is reinforced with frequent praise, and children with special needs are being welcomed into the setting. Policies which relate to equal opportunities, and special needs, however, do require updating, and a recording system for incidents of physical intervention by staff should be established.

The satisfaction of parents appears high from the questionnaires received. A complaints record is required, although there have not been any such matters since the last inspection.

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

There were six actions raised at the transitional inspection in the summer of 2002. These all relate to policies, records, information, or certificates. The supervisor of the pre-school says that she did not receive the actions letters from the chairperson, due to a communication breakdown.

This means that only one of the actions has been completed, which was to display a current insurance certificate.

The outstanding five actions relate to incident recording; amending the complaints and child protection policies; having gas and electrical safety certificates available; and having copies of up to date Child Protection and Special Needs practice guidelines.

The outstanding actions have all been given again as actions or recommendations in this year's report, and have been discussed with the supervisor.

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

- the high staff ratios and good qualification levels mean that children's individual needs are being thoroughly assessed and well met during sessions
- the key worker systems, staff deployment rotas, and detailed planning mean that staff are well prepared and sessions run smoothly, with children understanding what is on offer for them to do
- the encouragement and praising of children leads to good behaviour, including good personal hygiene, table manners, and kindness

- the environment has been greatly improved with new windows and bright decoration and furniture to make it both welcoming and safer for children
- the toys and equipment are varied, accessible, stimulating, and well set and spaced out, so that children are interested, enjoy their play and are supported in their language, mathematical thinking, imagination and creativity
- the staff all have first aid training, are alert and attentive to children who are feeling unwell. They record and inform parents appropriately of accidents, including a written notice if a child has had a bump to the head
- the snacks and drinks are healthy and nutritious, and any special dietary requirements are taken into account

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

- the knowledge, information, and policy on child protection, so that all staff are knowledgeable about child protection, conversant with the correct procedures and are confident that parents are aware of the policy
- the policies on equal opportunities and special needs so that these are up to date and compatible with current legislation and the Code of Practice for the Identification and Assessment of Special Needs
- the establishment of records for documenting both incidents and complaints so that written records are available either to inform practice and planning, or in cases of dispute
- the keeping of staff files so that information about vetting, recruitment, qualifications, contact details and appraisal are available on the premises, and also that staff contact details are available, in case of emergency
- the availability of fire, gas and electrical safety certificates

#### **Outcome of the inspection**

Satisfactory

#### **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 must take the following actions by the date shown**

Std	Action	Date
13	ensure that all staff have a good knowledge and understanding of child protection issues, including relevant written information and training if necessary	10/02/2004
13	ensure that your child protection policy is complete, including contact details, and procedures to be followed in the event of an allegation being made against a member of staff. This should be shared with parents.	10/02/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	ensure that evidence of vetting and qualifications of staff is available on file on the premises
6	ensure that fire, gas, and electrical safety certificates are available for inspection
9	update your equal opportunities policy so that it is consistent with current legislation and guidance, and ensure that all staff understand, implement, and make it available to parents
10	ensure that staff have regard for the "Code of Practice for the Identification and Assessment of Special Educational Needs", and that your written statement is consistent with current legislation and guidance, and available to parents
11	ensure that significant incidents are recorded, including incidents of physical intervention by staff, and ensure that parents are informed of these on the day
12	ensure that your complaints policy clearly shows Ofsted's address and contact number, and ensure that a complaints log is set up and used

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

### How effective is the nursery education?

The provision of funded nursery education at Ivy Bank Pre-School is of good quality. Children are making very good progress towards the early learning goals in personal, social, and emotional development, knowledge and understanding of the world, physical and creative development, and generally good progress in communication, language and literacy, and mathematical development.

The quality of teaching is generally good. Most staff have a sound knowledge and understanding of the foundation stage, but some staff are unsure of how the activities link into the early learning goals. Planning covers all areas of learning and activities are evaluated at regular intervals. Organisation of staff and resources enables both three and four year olds to make good progress, but staff miss opportunities in everyday activities to encourage and challenge children to use addition and subtraction and link letters to words. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress. These are used as a tool to identify the next steps for learning. Staff continually evaluate the assessment system.

The quality of leadership and management is generally good. The committee liaises closely with staff to ensure the structure and organisation continues appropriately. They self assess and strive to improve and make progress, they monitor and evaluate the provision for nursery education. Staff and committee members have a commitment to the on-going improvement of the care and education for all children, by further developing staff's training needs.

The partnership with parents is generally good. Parents speak positively about what the pre-school has to offer their children. Good information is given to parents about their aims and objectives, however they are not given information of the foundation stage of learning. Parents do not share what they know about their child as they start at the group.

### What is being done well?

- Children are polite and well mannered, they are independent and form good relationships with each other, they are interested and motivated to learn.
- Children select books and enjoy reading, they freely choose from the wide range of books available.
- Children reliably count to ten and beyond, they use mathematical language well to describe shape and size.
- The children have access to a wide range of toys and activities, which enable them to develop. They have good opportunities to make decisions, explore and investigate, and become involved in their play, with role play being a favourite. There are good examples of children using their imagination during

free play and when playing in the home corner.

- Children enjoy, and excitingly take part in, the physical activities provided. They use their balancing skills well.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education.

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

- the provision of opportunities for the children to link letters to words
- opportunities for children to develop an understanding of addition and subtraction through practical activities.
- the development of the weekly plans showing the resources to be used, and how they are linked to the early learning goals,
- the understanding by some staff of how the activities provided link into the foundation stage.
- the provision of information for parents on what the setting has to offer their children in terms of nursery education and the early learning goals, and encourage parents to share what they know about their child.

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

Progress in the four points for consideration made at the last inspection in 1999 is generally good.

The first point for consideration was drawing up of a long term development plan to identify areas and aspects for improvement over time. There has been a significant improvement in the long term plans which are evaluated in all areas.

The group were also asked that when setting up the new mobile classroom, staff should consider ways that resources can be organised to further promote children's independence in learning. This has been achieved by the removal of the large climbing frame to allow more room for various activities and independent learning

The third point for consideration was for the development of a wider range of planned practical activities to help children record numbers and show an awareness of number operations, addition and subtraction to solve problems. This has partly been addressed, however there is still room for improvement for children to be encouraged to use addition and subtraction to solve problems.

The group were asked to develop ways to support and teach children as they write their name with appropriate use of upper and lower case letters. This has been addressed, children have opportunities and are encouraged to write their names on a regular basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and secure within the setting, they work well co-operatively and independently within the environment. They select resources for themselves, are confident and motivated to learn through the wide variety of activities provided. Children show a high level of independence in their personal hygiene. Their behaviour is very good, they are kind and considerate to each other and treat each other with respect.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in front of others within the whole group at register time. Dialogue in role play is particularly imaginative. Children enjoy stories and participating in actions, and freely select books from the reading corner. They are learning to recognise their names. There is little evidence of work being done on the linking of sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The children have many opportunities to count from one to ten with more able children up to 20 and beyond. They count and solve mathematical problems well in planned activities, however their could be further developed to include more opportunities for children to use addition and subtraction, Children compare, sort, match, order and sequence in their play. They recognise shape, they use language well to describe size and quantity, when comparing animals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the environment through observing the surroundings around them. They talk about plants, insects, reptiles and pets. They examine and explore a wide range of objects, materials and living things by using their senses. They look closely at similarities, differences, pattern and change and record their findings. They have access to a range of construction equipment and are able to build three dimensional models. They show and awareness of the cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around the pre-school environment with confidence and good control. They show an awareness of space, themselves and others. They are able to use large and small tools and equipment with skill and confidence. They confidently use scissors, pencils and paintbrushes during their craft work. They are developing their physical skills of climbing, and balancing, as they use larger climbing apparatus. Children understand the importance of keeping healthy, and how their body works.



CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The children enjoy exploring colour through art and craft activities. They use different textured materials to create pictures. They see their work being valued by it being displayed. The children use expressive dialogue when engaging in role play. They enjoy listening and taking part in songs and rhymes. They have access to musical instruments, some of which they have made themselves. Children have many opportunities to explore and use their senses.</p>	

**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

- There are no key issues but these three points for consideration should be given to improving the following.
- provide more opportunities for children to link letters to words, and extend opportunities for children to use addition and subtraction in everyday situations.
- show how the resources on the weekly plans link into the early learning goals, and ensure all staff are clear on how the activities provided link into the foundation stage of learning.
- provide parents with information on the nursery education provision and early learning goals, and encourage them to share with you what they know about their child.

*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.*