



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 143057

DfES Number: 517846

### INSPECTION DETAILS

Inspection Date 11/05/2004  
Inspector Name Carol Cox

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Courtfields Community Pre-School  
Setting Address Court Fields School  
Mantle Street  
Wellington  
Somerset  
TA21 8SW

### REGISTERED PROVIDER DETAILS

Name The Committee of Courtfields Community Pre School

### ORGANISATION DETAILS

Name Courtfields Community Pre School  
Address Courtfields School  
Mantle Street  
Wellington  
Somerset  
TA21 8SW

## 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

Courtfields Community Pre-School operates from a purpose built unit within Courtfields Community School in the town of Wellington. Children attend from the local community and also from rural villages in the area. Children go on to attend many different schools in the area, but staff have managed to develop links with all of the schools. The facility has access to a secure enclosed outside area.

The group has a team of four well qualified staff, led by supervisor Clare Padfield. They also employ an administrator. The management of the group is organised by a voluntary committee of parents.

The group is registered to accommodate up to 18 children, and currently have 60 children on role. They open for five morning sessions and four afternoon sessions each week, some afternoon sessions are dedicated to accommodating the older children who are due to attend first school in the autumn. The group has experience of supporting children with special needs. They are registered to accept children in receipt of nursery funding for three and four year olds.

### How good is the Day Care?

Courtfields Community Pre-school offers good quality care for children. The staff are well qualified and regularly attend further training. There are clear policies and procedures to ensure the smooth running of the group. A wide range of well maintained toys, resources and equipment is available to support learning in all areas of development, however staff's knowledge and resources to provide positive images of different people and their needs is limited. Children are encouraged to become independent in managing their own self care needs and staff ensure that sensible policies protect children from spread of infection. A café system allows children to decide for themselves when and what they wish to eat and drink and staff provide healthy and nutritious snacks.

There is an exciting programme of activities for children to choose from and they are beginning to make choices about their own learning. The special education needs

coordinator offers good support to key workers and children with special education needs. Staff work closely with parents and other professionals to identify and meet needs of individual children.

Staff have a clear, consistent and sensitive approach to behaviour management and help children learn how to resolve differences. They spend time listening and talking with children and have high expectations of good behaviour, praise and encouragement is used appropriately and children behave very well.

There are close relationships built with parents and staff ensure that current information is always made available to parents about the provision. Parents feel they are well informed and are pleased with the progress their children make.

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

At the last inspection the group was asked to obtain consent from parents to agree to emergency medical treatment for children. This has been addressed and a parental consent form has now been included in the registration form which all parents complete.

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

- Staff build close relationships with children and encourage them to consider the needs of others, they spend much time talking and listening to children. Children learn how to resolve differences with others and behave very well.
- Staff provide healthy and nutritious snacks and drinks through a well organised café system, which allows children to decide when and what they should eat and drink.
- Parents are given good information about the pre-school and have regular meetings with staff to review their children's progress.
- Staff are well qualified and plan an exciting range of activities to help children learn and develop through play.
- Children are encouraged to develop good self care skills and make decisions for themselves.

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

- knowledge and resources to promote positive images of different people and their needs

#### **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
9	Extend knowledge, understanding and resources to promote positive images and values of different people and their needs.

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

### How effective is the nursery education?

Courtfields Community Pre-school provides good quality nursery education. Children are making generally good progress towards the early learning goals in all areas of learning and very good progress in personal, social and emotional development, physical development and knowledge and understanding of the world.

Teaching is generally good and staff plan carefully to provide a wide range of learning opportunities linked to the areas of learning. All staff participate in planning and key workers plan for their individual children informally. Staff observe and assess children's progress but these are not used to help staff challenge children according to their individual needs.

Activities are both adult led and child initiated and staff support children well, however, reading and writing skills are not integrated in everyday activities. There is a wide range of natural, recycled and bought resources for children to freely access and use. Staff have good relationships with children and work with them to develop self confidence and good self esteem. Children are encouraged to develop good self care skills and make decisions about their needs.

Children with special educational needs are well supported by key workers and the special education needs coordinator who work closely with parents and other professionals to identify and meet individual needs.

Leadership and management is generally good with the staff supported by a committee which fund raises for the group. Staff are well qualified and encouraged to attend training courses. Staff have regular meetings and use parental questionnaires to help plan for future development. Partnership with parents is very good and parents are given informal and formal feedback about their children's progress. Parents are pleased with their children's learning and are given clear information about the foundation stage curriculum.

### What is being done well?

- Staff build close relationships with children and use their knowledge to plan for learning.
- There are good relationships between staff and parents who are given clear information about the foundation curriculum and have regular written reviews of their children's progress.
- Children are offered many opportunities to develop an understanding of their world, the people in it and how things work.
- Staff plan very effectively to help children learn good skills with a range of tools and equipment. Children are learning good self care skills and why hygiene is important.

- Children have free access to resources to explore and experiment on their own. They are developing as confident learners who are able to make decisions about their learning.
- Staff are well qualified and have a commitment to on going professional development. The special education needs support for children is very good and includes close partnership with parents and other professionals.

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

- opportunities for children to use reading and writing skills in everyday activities
- use of clear assessments to inform planning of activities to include specific learning intentions for individual children and support and extension activities for all children

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

The setting has made generally good progress in addressing the key issues from the last inspection. Staff now date all work collected in children's files and keyworkers use assessment files to informally plan specific learning targets for individual children.

The book area has been made comfortable and children regularly access books and enjoy reading to themselves or in small groups.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have good self esteem. They are enthusiastic learners and enjoy trying new tastes and experiences. They relate well to each other and to adults. Staff help promote an understanding of turn taking and rules through games, which children enjoy. They enjoy talking about their lives and experiences and more able children are beginning to consider the needs and feelings of others. Staff have high expectations of children and they behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are developing good communication skills using both speech and signs. Staff help children extend their vocabulary through games and role play activities. Most children are able to recognise their own names and some are able to accurately write their names and other simple words. All children enjoy story time and use the book corner by choice. More children would be helped by integrating reading and writing skills into everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count accurately from zero to nine and to recognise numbers. Some children can count higher and more able children are beginning to do simple addition and subtraction, but staff do not always challenge more able children. Children are encouraged to use mathematical thinking to solve practical problems. Children can name shapes, colours and recreate patterns and staff help extend children's learning by using mathematical language and ideas in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of their own world. They enjoy exploring objects and can explain simple processes. They can describe features of their local environment and more able children are able to talk accurately about past, present and future events. Staff plan themes and topics to help children understand and value other peoples lives and cultures. Children use cassette players independently and have good keyboard and mouse skills, they enjoy using simple computer programs.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

TheyChildren are developing good skills with large and small equipment and tools. They are aware of others and able to move confidently in limited spaces. They are encouraged to learn and make decisions about their own health and body needs. They understand and can explain why hygiene is important. The outside area is regularly used for physical activities and staff use the garden as an outside classroom. Children are developing good skills with large and small equipment and materials.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy role play, stories, singing and imaginative play. They make up their own stories based on their own experiences. They recreate events using small world toys and enjoy dressing up. Staff provide many opportunities for children to explore their senses and help them develop language to describe sensations. Children enjoy experimenting with different materials and resources. Children enjoy singing familiar songs and rhymes.

**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**

- offer more opportunities for children to practice early reading and writing skills in meaningful situations
- further develop the use of curriculum planning and assessment records to identify learning intentions for all children and to include support and extension opportunities for children who need more help or greater challenges.

*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.*