



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221741

DfES Number: 585108

### INSPECTION DETAILS

Inspection Date	04/12/2003
Inspector Name	Clare Elizabeth Pook

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hail Weston Pre-School Activity Group
Setting Address	Hail Weston Village Hall High Street, Hail Weston, St Neots Huntingdon Cambridgeshire PE19 5JS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hail Weston Pre School Activity Group 1066057
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### ORGANISATION DETAILS

Name	Hail Weston Pre School Activity Group
Address	Hail Weston Village Hall Hail Weston St. Neots Cambridgeshire PE19 5JS

## 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

Hail Weston Pre-school Activity group has been open for over 20 years. It operates from one large room in the village hall within Hail Weston village. Hail Weston Pre-school Activity group serves the local area.

There are currently 23 children from 2 years to 5 years on roll. This includes 1 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. Currently there are no children with special needs or who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12:00. A lunch club operates between 12:00 and 13:00 each day.

Five part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

### How good is the Day Care?

Hail Weston Pre-school Activity Group provides good care for children.

Personal professional development is actively promoted through updating qualifications and relevant training courses. Staff have a good working relationship with each other and the committee. The room is made bright with displays and staff make good use of the space by rotating areas within the room to give children variety. Good paperwork and policies aid the smooth running of the group, although the complaints policy needs some amendments.

Staff have good awareness of safety issues. Good procedures are in place to ensure the safety and well being of the children. Children's personal hygiene routines are being actively encouraged. Children understand the importance of healthy eating through being provided with healthy and nutritious snacks. Individual needs of the

children are met including their own religious and cultural celebrations. Child protection procedures are fully understood by all staff.

Children take part in a wide range of activities that enable them to progress. A balance of adult led and free choice activities supports their development and encourages independence and confidence. Staff are consistent in their approach to behaviour. Clear explanations and boundaries are set which enable children to develop a good sense of right and wrong and the effect their actions have on others. Staff have good knowledge of all children in the group and are sensitive to their needs, offering appropriate support where necessary. All children are included and activities are adapted where necessary.

Partnership with parents is very good. Parents are involved in the day to day running of the session and support the committee well. Clear information is sent home as well as displayed for parents including the group's policies. Regular newsletters and home link sheets encourage parents to be actively involved in their child's learning. Staff value parent's input.

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

Non applicable.

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

- Behaviour is approached in a consistent and positive manner. Clear boundaries are set according to the level of understanding of each child. Children are aware of what is expected of them and their behaviour is good.
- Equal opportunities is addressed well. Children have a good awareness of their own culture as well as those of other people. Positive images are displayed and individual needs of the children are met.
- Partnership with parents is a strength within the group. Parents are kept fully informed of their child's progress and have good access to information. Good communication and relationships between parents and staff are fostered.

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

- the complaints policy so that it includes the name, telephone number and address of the regulator.

#### **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	Update the complaint policy to include contact details of the regulator.

## **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 Hail Weston Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and mathematical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have clear knowledge of the Early Learning Goals in all six areas. Staff plan an effective programme which enables all children to take part and progress. Short term plans have been developed to identify various levels of ability and opportunities are provided to extend children's learning. However, extension of vocabulary is at times limited for the three year olds. Progress records show clearly what children have achieved and the next steps. Children's confidence and independence is encouraged and good relationships are being formed. Provision is made to ensure that children are included in all activities and appropriate support is given.

Leadership and management is good. The pre-school benefits from strong leadership. Staff and committee members are supportive of each other. Methods for monitoring staff and communicating formally are in place and training is actively encouraged. The staff have worked hard to develop a strong team. Good planning and daily exchange between staff ensures smooth running of the group.

The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Parents are well informed of the pre-school's activities and are encouraged to take part in their child's learning. Clear records of their child's progress enables parents to see where their child is at and the next steps. Staff and parents have a good working relationship.

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

- Staff are effectively promoting children's mathematical development. Children are able to describe and recognise shape well.
- Children's awareness of their own culture and those of other people is being fostered. Opportunities to experience other beliefs is promoted effectively.
- Good relationships between staff, parents and the committee provides a secure environment for the children to develop confidence and progress.

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

- children's opportunities to recognise their own name
- extension of vocabulary for the more able child

- children's opportunities to explore and use natural resources.

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

Improvement since the last inspection is generally good. The group has introduced more indoor storage to enable children to access more resources freely. Displays and other pieces of children's work are now at child accessible height. The group has acquired a computer and programmable toys as part of their development of resources. Planning allows for the more and less able child .

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They respond positively to staff and visitors and are forming good relationships with their peers. Staff have clear and consistent expectations of children's behaviour and children behave appropriately. Independence is promoted well through routine activities. Children have good awareness of a sense of community and have good opportunities to experience both their own and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They interact and talk well with staff, peers and visitors, although, staff miss opportunities to extend children's vocabulary. Children actively take part in stories using puppets and props. Children have good opportunities to increase their awareness of different purposes of writing. They are aware that print carries meaning through access to books and well labelled displays. There are however, limited opportunities for children to recognise their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in everyday situations with confidence. They are learning to add and subtract through number rhymes and songs. Children have a good understanding of size and shape and are able to recognise shapes in their own environment. They use simple mathematical language to describe shape and position. Staff promote skills in recognising and recreating patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good sense of time and place and are able to relate to past experiences and recent events. Children have very good opportunities to learn about their own families, beliefs and cultures and those of other people. Use of technology to support children's learning is promoted well. Children use the computer with increasing skill. Staff provide limited opportunities for children to explore natural and made materials.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to use a variety of small equipment with increasing skill and control. Children move confidently and imaginatively and have good awareness of the space around them as well as other people. Balancing skills are being developed well.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colour and shape in two and three dimensions. Children use instruments to accompany singing and staff encourage children to experiment with sounds. Resources are used effectively to encourage and develop children's imaginative play. Children are confident to use props in role play. Staff provide limited opportunities for children to experiment with natural resources.	

**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**

- Increase opportunities for children to recognise their own name.
- Extend children's vocabulary especially for the more able child.
- Provide more opportunities for children to explore natural resources.

*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.*