



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 144281

DfES Number: 583223

### INSPECTION DETAILS

Inspection Date 20/05/2004  
Inspector Name Samantha Powis

### SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care  
Setting Name Cranborne Pre-School  
Setting Address Cecil Memorial Hall  
Cranborne  
Dorset  
BH21 5QB

### REGISTERED PROVIDER DETAILS

Name CRANBORNE PRE SCHOOL 1054269

### ORGANISATION DETAILS

Name CRANBORNE PRE SCHOOL  
Address CECIL MEMORIAL HALL  
CRANBORNE  
WIMBORNE  
DORSET

## 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

Cranborne Pre-School operates from the Memorial Hall, which is located in the heart of the rural village of Cranborne, adjacent to the first school. It serves the village, and the surrounding communities including Verwood and Woodlands. The Pre-School has been established in the village for over 20 years.

The Pre-School is run by an elected committee of parent volunteers, who employ three staff to work directly with the children on a day to day basis. The Pre-School manager has a level two qualification in childcare, and is near to completing a level three, the deputy is working towards a level two qualification. All staff are experienced in childcare.

The setting is open during school term time, on Monday, Tuesday, Thursday and Friday, from 09:00 to 11:45. It is registered for 26 children aged from two to five years.

There are currently 29 children on roll, with 12 of these children in receipt of three year old funding and 12 in receipt of four year old funding. The group support children who have special needs and those who have English as an additional language.

The Pre-School receives support and seeks advice from the Dorset Early Years Development and Childcare Partnership, and is visited regularly by the Early Years consultant.

### How good is the Day Care?

Cranborne Pre-School provides good quality care for children. Staff and committee are clear of their individual roles and carry these out effectively. Excellent use is made of the pre-school environment, with space and resources used well to maximise opportunities and create a welcoming environment for parents and children. A stimulating range of well maintained resources and toys are available to the children and storage is organised very well to allow children independent access

to some equipment. All documentation is well organised and available to staff and parents, but a few policies lack important detail.

Staff have a high level of awareness of potential risks to children's health and safety, they carry out risk assessments, however, daily health and safety checks are not recorded. Clear written records ensure that accurate information is recorded regarding accidents and medication. Staff obtain detailed information about children's individual needs, to ensure any requirements are respected as appropriate. Staff are confident in their responsibilities regarding child protection.

Children take part in a broad range of activities that contribute to their development and learning, and are grouped very well. A stimulating curriculum is planned, with ongoing assessments made of children's progress, to ensure activities are appropriate to each individual child's needs. Effective support is offered to children with special educational needs. Children have excellent opportunities to explore activities and develop relationships with staff and other children. Children's behaviour is managed well.

Excellent relationships have been established with parents. They are provided with good information about the setting, and about the educational programs followed by the children, enabling them to support their child at home. They are made to feel welcome within the setting, and have regular opportunities to exchange information with staff.

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

The Pre-School has made good progress since the last inspection. They have reviewed the system for recording administered medication, to ensure clear information is recorded and shared with parents. Staff records are kept at the home of the chairperson, to maintain confidentiality, but can be brought to the setting at any time, allowing accessibility for inspection. Vehicle documents are available.

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

- The organisation within the setting is excellent. Staff, volunteers and committee are clear on their individual roles within the setting, enabling them to offer good support to the children in their learning. Children are grouped well, to offer them different opportunities and activities are well planned and presented.
- Staff work hard to prepare the hall prior to children's arrival, to ensure it looks bright and welcoming. Good use is made of screens for displays of children's work, and resources are set out effectively to stimulate the children's interest. Space is organised very well to allow children to engage in a wide range of activities.
- Children behave very well, demonstrating a clear understanding of boundaries established by the clear and consistent expectations. Staff have a calm and positive approach, offering lots of praise and encouragement.

- Effective procedures are in place to ensure parents are kept well informed about their child's progress within the setting, and they are offered regular opportunities to share information with a familiar key worker.

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

- the written information included in the complaints procedure, child protection policy and the procedure for an uncollected child, to ensure they offer staff and parents clear and accurate information
- the systems for ensuring that daily health and safety checks are completed consistently.

#### **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	Review policies and procedures relating to an uncollected child, child protection and complaints, to ensure detailed information is made available to staff and parents.

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

### How effective is the nursery education?

Cranborne Pre-School offers high quality nursery education, where children are making very good progress towards the Early Learning Goals. Progress in all areas of learning is very good, with excellent progress in the areas of personal social and emotional development and knowledge and understanding of the world.

Teaching is very good. Staff have a thorough understanding of the early learning goals and stepping stones, and are clear about learning intentions and aims. Staff and volunteers use skilful interaction and get involved with play, using discussion, questioning and listening as excellent methods to stimulate and encourage learning. A comprehensive assessment and planning system is used effectively to ensure activities offered are appropriate to each child's level of understanding, and children are grouped appropriately during small group times. The special needs co-ordinator is clear on her role, and involves all staff in providing appropriate challenges for individual children. Activities and resources are very well organised, to ensure staff time is spent working directly with the children. Management of children's behaviour is very good.

Leadership and management is very good. All staff and committee have an excellent understanding of their individual roles, and responsibilities, and work very well together as a team. There are effective systems in place to monitor and assess the success of the setting. Staff, manager and committee demonstrate a strong commitment to the improvement of the Pre-School.

Partnerships with parents are very good. Parents are provided with excellent information about the setting, and their child's development, and have regular opportunities to discuss this with staff and share what they know. They are provided with good information about activities and the foundation stage curriculum, enabling them to participate in their child's learning.

### What is being done well?

- Teaching within the setting is excellent. Staff demonstrate a very good understanding of the early learning goals and stepping stones, and plan a varied and interesting curriculum that stimulates and extends children's learning. Plans are effective in ensuring that all those working with children are clear of what it is they want the children to learn. Excellent interaction between adults and children challenges children's thinking and understanding in all areas. The organisation of activities and grouping of children ensures children are well supported in their learning throughout the session.
- Children's personal, social and emotional development is very good. They are confident within the daily routine, and excited by the opportunities offered to them. They behave well, and develop good relationships with each other, and with the adults within the setting.

- Children's development in the area of knowledge and understanding of the world is very good. Children have a wealth of opportunities to explore and investigate, and regularly engage in activities that stimulate their natural curiosity.
- Partnerships established with parents are very successful. Parents are provided with many opportunities to share information about their child with key workers, and receive sufficient information about activities and the early learning goals to enable them to support their child at home.

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

- the resources offered to support and encourage children to develop emergent writing and mark making skills.

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

The Pre-School has made very progress since the last inspection. They have reviewed the organisation of space within the hall, which has increased opportunities for physical play within the hall, and clearly identified play areas.

The documents used for observation and assessment of children's development are effective, and are regularly used by staff, ensuring children's progress is closely monitored and appropriate activities offered to extend learning further.

Organisation of group times has been changed, children are now divided into two, three or four groups to ensure the input they receive is appropriate to their individual needs, and to encourage and extend children's concentration and listening skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident within the setting, they are happy, settled and motivated to explore new activities and experiences. They relate well to each other, and are developing good relationships, learning to share and take turns, and demonstrating a caring attitude. Their behaviour is very good and they respond well to the positive attitude of staff. Children are developing the ability to concentrate for extended periods during group activities and activities they have chosen themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books, they handle them well, demonstrating a good understanding that print carries meaning. They develop an awareness of letters and sounds through a range of activities. Some children are able to use recognisable letters when writing their names, and most children can identify their own name cards. They are confident when speaking and listen with interest to each other. Children use mark making in some areas of play, but resources are insufficient to encourage this fully.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using numbers throughout activities. They count sets of objects up to 10. Children recognise numerals and use these in their play. Children are learning about shape and measure through a range of activities. They identify simple 2D shapes, and use positional language related to familiar stories. Children are engaged in activities that offer them opportunities to use simple calculation, and mathematical language, extending their understanding of number value and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to experiment and explore. They demonstrate curiosity and show excitement when engaged in practical activities, learning about how and why things happen. They are introduced to their local environment and communities through visitors to the playgroup, and outings locally, and take part in project work to extend their awareness and understanding of others and the wider world. They have good opportunities to use construction equipment.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have excellent opportunities to use a broad range of tools and equipment, and are developing the necessary muscle control to operate these with skill and accuracy. Children climb, balance, jump and slide, having regular opportunities to practice and persevere. They enjoy climbing under and over, and wriggling through, and demonstrate a good sense of space when using the wheeled vehicles to avoid obstacles.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to use free expression when engaged in a range of creative activities, such as painting and collage, with their individual creativity valued and respected by staff. Children enjoy music, they join in confidently and enthusiastically with familiar songs and have opportunities to use musical instrument. They move their bodies imaginatively to music. Children enjoy role play, using their imaginations to act out situations that are familiar to them.

**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 the following:
- further encourage children's emergent writing and mark making skills, by providing appropriate resources and equipment throughout activities.

*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.*