



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133098

DfES Number: 516918

### INSPECTION DETAILS

Inspection Date 17/10/2003

Inspector Name Sue Hill

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Timsbury Pre-School

Setting Address St. Marys C of E VC Primary School  
Lansdown View, Timsbury  
Bath  
Avon  
BA2 0JR

### REGISTERED PROVIDER DETAILS

Name The Committee of Timsbury Pre-School

### ORGANISATION DETAILS

Name Timsbury Pre-School

Address St Mary's C of E Primary school  
Lansdown View  
Timsbury  
Bath  
BA2 0JR

## 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

Timsbury Playgroup opened in 1970. It operates from one room and the corridor in the local primary school in Timsbury near Bath. They also have access to an enclosed outside area for physical activities. The group serves the local area.

There are currently forty-four children from two to five years on roll. This includes six funded three-year-olds and twenty-three funded four-year-olds. Children attend for a variety of sessions. One child has special needs and currently there are no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:30, with a session from 12:30 to 15:00 on Wednesdays.

Five part time staff work with the children. Two have early years qualifications. Three staff are currently looking at training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The group provides good care for children.

The group develops very good relationships with the children and they are happy and settled. There is a warm and welcoming environment for the children in which good standards of hygiene are maintained. The children have access to toys and equipment and the group organises the available space well.

They have a good understanding of safety issues and areas for promoting children's good health and protection have been addressed. The group understands their role in the protection of children and shares this information with parents. The group helps children learn good personal hygiene habits. They have a very good awareness of healthy eating which they promote and encourage through the snacks provided.

The group provides a good range of activities and play materials for the children being cared for. They ensure that children are involved in a wide range of interesting and exciting activities. Through the keyworkers, they develop good relationships with the children, who are happy and settled. The children generally respond well to praise and encouragement, however there is some inconsistency in behaviour management during some parts of the day. The group provides an environment that positively recognises differences and promotes an understanding of the wider world.

The group works well with parents; they are happy with the service provided. They share information about the children and discuss activities and children's achievements daily, however, not all parents are aware that they can access their child's assessment records. The group has some effective written policies in place.

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

Not applicable.

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

- The staff organise and plan the day. The children have routines for snacks and opportunities to make choices about their play as well as this being more structured.
- The children are well occupied and interested in their play, they communicate freely with each other and play well together. Staff listen to the children, respect their opinions and take an interest in what they have to say. They talk to the children asking questions and encouraging conversation.
- The staff provide a range of toys and equipment that are organised, clean and safe. Also there are opportunities for indoor and outdoor play. The children explore and play enthusiastically with these.
- The staff meet the individual needs of the children. They spend time helping the children to learn about differences which enables them to build relationships and feel confident about themselves.
- The staff have good relationships with the parents, they make policies and procedures available to them. The parents are confident and clear about how their children are being cared for and feel able to talk with the staff.

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

- behaviour management, developing a consistent approach so that children have a clear understanding of staff's expectations
- information, so that parents are aware of how to access assessment records.

#### **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
11	Develop a consistent approach to managing the children's behaviour.

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

### **How effective is the nursery education?**

Children are making generally good progress towards the early learning goals. They are confident and interested in their play, enjoy stories and talk about what they are doing. They count well. They investigate a wide range of materials and use tools well. They move with assurance. They use their imagination in art and role play. Children do not have opportunities to develop an understanding of adding and taking away or to write their own name.

Teaching is generally good. Good staff knowledge of the early learning goals is a central point of the planning of the activities, using information from key workers about what children need to learn next. Children are challenged to think about what they do and activities are planned which help children to learn in different ways. The planning of the sessions is not tight enough to prevent children becoming at times unclear about what is expected of them and this results in some poor behaviour.

Leadership and management of the group is generally good. The joint play leaders work together well and ensure staff and planning meetings bring out the ideas of all the staff. There is recognition of the good qualities of the pre-school, the trust and strong relationships with children and parents. Staff attend training events to improve the quality of the childcare provision. The pre-school is not aware of the weakness in organisation of staff and activities to prevent poor behaviour and improve use of all the play space.

Partnership with parents is generally good. Parents have good quality information about the pre-school and its provision. The notice board and brochure give information about policies and procedures, staff and what children learn from their play. Information is shared in a relaxed and friendly manner on a daily basis. Parents are welcomed to join a parent help rota and to join the children on outings. They are aware of the records kept by key workers, but only have formal access once each year.

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

- Children move with confidence and safety. They are aware of space around them and move around the playroom and outside on their bikes with skill and safety. They use adventure equipment well.
- Children use their imagination well in role play and art and craft. They use experiences from home life to build up their play in the home corner and the shop.
- Parents and staff share information in a relaxed and friendly manner on a daily basis. Parents are welcomed to join a parent help rota and to join the children on outings.

- Children have opportunities to learn in different ways using stories, cooking and art work to help children understand.
- Children explore and investigate a wide range of materials and learn about the natural world around them. They talk about growth and the changes brought over time to plants and animals.

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

- Whole group time to ensure all children can participate in stories and conversations.
- The deployment of staff and the management of activities so that children understand how they are expected to behave and are supported to behave well.
- Activities for children to encourage them to write their own name on their work and to use addition and subtraction to solve problems.
- The layout of the computer equipment to improve children's access to activities and to develop IT skills.
- The accessibility of the written assessments of children to parents and parents knowledge of how they can add their own comments to the record.

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

The pre-school has made generally good progress on the key issues raised at the last inspection. The planning of activities has been linked to the early learning goals. There is more awareness of counting and exploring patterns in mathematics. Children have more opportunities to practise writing skills in play situations. Children can self select many materials for their free art and craft. the information for parents now includes short statements on each curriculum area. How to extend an activity for the more able child is not included in the planning and staff remain unsure of how to do this. I did not observe any activities about adding on or taking away.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. Children are confident and interested in the activities. They can be quiet and listen carefully. They express their feelings. They have good relationships with each other and the adults. Most children behave well, some are not fully aware of routines and what is expected of them, resulting in some restlessness and poor behaviour at times. Children have opportunities for independence and this can be extended.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's progress in communication, language and literacy is generally good. Children talk well, enjoy stories, talk about what they are doing and express their feelings. They enjoy books both in whole group time and alone in the book corner. There are opportunities to link sounds to letters and to use mark making in their play. In the shop children write cheques and lists. Children do not have routine opportunities to recognise or write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. They count well and have many opportunities to use number in their play. They sing songs involving numbers. They understand the concepts of position and size and have a good knowledge of shapes which are used in their play materials. Children do not have opportunities to compare numbers, or to develop an understanding of addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. They explore, investigate, design and build with a wide range of materials from which they can self select. They learn about the natural world around them. They talk about growth and the changes over time. They learn about people who help them in their community. Although children have access to cash registers, telephones etc. in role play the computer is not easily used by the children.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good. Children move with confidence and safety. They are aware of space around them and move around the playroom and outside on their bikes with skill and safety. They use adventure equipment well. Children are learning about healthy living. They use a good range of tools and equipment with increasing skill including very large brushes and rollers.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children's progress in creative development is very good. Children use their imagination well in role play and art and craft. They can self select play materials such as fabric, leaves, seeds pasta to develop their ideas for themselves. They use experiences from home life to build up their play in the home corner and the shop. Children enjoy music, sing songs with enthusiasm and move to musical beats such as The Grand Old Duke of York.</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

- Improve the deployment of staff and the management of activities so that children understand how they are expected to behave and are supported to behave well.
- Review whole group time to ensure all children can participate in stories and conversations.
- Plan and provide activities for children to encourage them to write their own name on their work and to use addition and subtraction to solve problems.
- Make written assessments of children more accessible to parents and ensure parents know how they can add their own comments to the record.
- Improve the layout of the computer equipment to improve children's access to activities and to develop IT skills.

*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.*