



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 130596

DfES Number: 520464

### INSPECTION DETAILS

Inspection Date	04/12/2003
Inspector Name	Siobhan O'Callaghan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Potters Bar United Reformed Church Nursery
Setting Address	Tilbury Hall Darkes Lane Potters Bar Hertfordshire EN6 1BZ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Potters Bar United Reformed Church Nursery
------	---

### ORGANISATION DETAILS

Name	Potters Bar United Reformed Church Nursery
Address	Tilbury Hall Darkes Lane Potters Bar Hertfordshire EN6 1BZ

## 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

The Potters Bar United Reformed Church Nursery opened in 1966. It operates from the back of the main church building. They have use of a secure double room, with direct access to a kitchen, and the church hall. There is a secure garden leading from the playrooms. The pre-school serves the local surrounding areas.

There are currently 33 children from 2 to 5 years on roll. This includes 5 funded 3 year olds and 2 funded 4 year olds. Children can attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens Monday to Friday during school term times. Sessions are from 09:00 until 12:00, with an optional lunch club on Mondays; Tuesdays; and Wednesdays running until 13:00.

Two part time and three full time staff work with the children. The manager is a qualified teacher, the majority of her team have early years qualifications and experience within early years. All staff attend on-going training sessions to keep their skills updated. The setting receives support and some funding from the Pre-School Learning Alliance.

### How good is the Day Care?

The Potters Bar United Reformed Nursery provides a good standard of care for the children. They benefit from a committed team of qualified staff, who have all been in post for many years. All aspects of the provision are well organised, and effective use is made of the staff, space and resources to ensure that all children are well cared for. The pre-school maintains all necessary documentation to ensure their provision runs effectively, however some documentation lacks detail.

Children's personal hygiene and safety is generally given high priority, however their safety within the bathroom requires monitoring. Children are encouraged to eat healthy snacks, and to think about why this is important for their growth. Children's

individual needs are met well. A key worker system ensures that all children receive good support and extension. Children with special needs are fully integrated into the provision, 1:1 support is provided where possible. Children's behaviour is very good, they follow and respect the positive role models presented by staff.

The staff plan and provide a stimulating range of activities and resources to promote all areas of children's development. Children's progress is monitored and assessed, to ensure they are being challenged and moved on. Staff sit at the children's level, they question them effectively to make them think, and encourage them to share their ideas. Children are settled and happy within their environment, they relate to staff well and are confident to approach adults for support or praise.

The staff have developed strong links with parents and carers. They are encouraged to be involved within the provision, through helping out in the pre-school, as well as fund raising. Regular newsletters and informal contact, keep parents abreast of what is happening on a daily basis as well as on a long term level. Parents have expressed that they are very happy with the care and education their children receive.

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

Not applicable.

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

- Staff work well as a team, they have regular meetings to discuss and evaluate the planning of the education for all children. They group children appropriately to ensure they are learning at the right level and within a comfortable environment.
- Children are developing good skills, which are enabling them to meet prescribed milestones. They are confident to explore their environment, and access all resources independently.
- The environment is child centred, resources and equipment are presented at the children's level, encouraging their independence and self exploration. Resources provide sufficient challenge for all children, encompassing their different stages of development.
- Staff ensure all children are included and their differences valued and acknowledged. Children's special needs are met sensitively, working in close liaison with parents.
- The pre-school values the involvement of parents, they share information regularly. Children are benefiting from this close partnership, which reinforces their personal identity and security within the provision.

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

- documentation, to ensure the times of accidents are recorded.

- children's safety, to ensure they can reach hand basins appropriately.

**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
6	Ensure that children can reach sinks safely to wash their hands.
7	Ensure times of accidents are recorded.

## 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 the Potters Bar United Reformed Pre-School is of high quality overall. Children are making very good progress towards the early learning goals within all six areas of their development.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the early learning goals. They carefully plan a broad curriculum giving due emphasis to all areas of learning. Staff know the children well, they effectively challenge them, and ask questions to make them think. Planning encompasses learning intentions for older and younger children, as well as for those children who require more support. Children with special needs have individual play plans to ensure they are learning at the appropriate level. Resources are of good quality and well organised to increase children's independence.

Staff are maintaining thorough written assessments on all children, these highlight what the children can do, and the areas they need to progress within. Records relate to the early learning goals and are used to inform future planning.

The leadership and management of the nursery is very good. The staff team are committed to the improvement of the provision, they continually update their skills through training and regular team meetings. Staff evaluate their practice through planning and assessments and discussions with parents. Good staff deployment and appropriate grouping of children, enables children to make good progress.

The partnership with parents and carers is very good. Parents are provided with good-quality information about the setting and its provision. They feel well informed about their children's progress. Parents are encouraged to discuss any issues regarding their children's development. They are given opportunities to take books home to share with their children, this is utilised well. Assessments are available to parents, these can be shared with the children's schools, when they move on.

### What is being done well?

- Children are happy and settled within their environment, they participate within all activities enthusiastically. They concentrate well during small group activities and large carpet sessions.
- Children are confident and articulate to express themselves during group sessions and on a 1:1 level. They enjoy books and show a positive attitude to writing and making marks.
- Children's mathematical development is encompassed within all areas of learning, thus children are developing good concepts of numbers for counting and calculating. All staff have attended training within this area.
- Staff have developed secure relationships with children. They know them well

and challenge them effectively. Staff's positive role-models, ensure children know their boundaries and behave well.

- Effective planning and assessment, ensure individual children are progressing towards the early learning goals within all areas of their development.

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

- opportunities for children to engage in free painting on a regular basis.

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

The pre-school has made good progress since the last inspection. Opportunities for children to develop their climbing and balancing skills was highlighted. Staff now have access to a small climbing frame, which is utilised within the provision on a regular basis. Children can now access this independently, and show growing confidence in doing so. Children's ability to develop their independence through practical activities, was also an area for improvement. The staff now fully involve children within activities such as changing the weather chart, and supporting children to give out milk and snacks. Children are encouraged to tidy the environment at the end of the sessions, they manage to do this effectively and enjoy the team effort.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to access their environment, they are fully engaged and focussed within activities. Older children support their younger peers with tasks, for example helping to make a fan. Older child showed sensitivity, and a sense of pride in helping out. Children behave well, they respect adult role models, and are pro-active at tidy up time. Children are confident to take care of their own needs, they visit the bathroom independently, and use tissues to wipe their nose.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are good communicators, they listen to stories with enjoyment, and can sing many songs from memory. Older children are confident to sing solo, and enjoy praise from staff. Children have developed a positive approach to reading, they access books independently, and handle these with care. Older children are developing good writing skills, writing their names and drawing with a purpose. Younger children effectively utilise pencils, crayons and glue sticks developing their early writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count to 19 at registration. They sing number songs and are beginning to problem solve, knowing how many frogs are left when two have been taken away? Children can observe number lines, and point out when a number is missing. They lay out place settings during role play, matching a plate and cutlery for all. Children enjoy the challenge of puzzles, and sit for sustained periods. A child having lunch observed that her sandwich had been cut into four triangles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can observe the life cycle of a butterfly, using magnifying glasses and books for support. A bird feeder within the garden, encourages children to talk about wildlife. During snack time, an older child examined his pips from an apple, he explained that these could be planted and a tree would grow. Children can discuss personal events within their lives, such as past birthdays and trips. They can construct with a variety of materials including bricks to make a zoo for the animals.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children confidently climb up the slide, ride bicycles both backwards and forwards. They practice balancing by walking on narrow beams, and show growing ball skills, with catching and throwing. They move carefully around their environment, aware of others. Children can talk about the importance of staying healthy, for example drinking milk to make you strong, and the skin of apples are good for you. Children can utilise pencils, glue sticks and scissors with growing expertise.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children can explore the texture and form of play dough, sand and water. They describe how the play dough is soft and green. A child decided to make a birthday cake with candles on the top. Children clapped and sang happy birthday. Children's imagination is extended through well equipped role-play, however free painting is limited. They thoroughly enjoy singing and moving their bodies imaginatively to the actions for "Dingle Dangle Scarecrow". A weekly music teacher supports this area well.

**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 improving the following:
- maintaining the high standards of the education programme by increasing children's opportunities to engage in free choice painting, which supports and extends their imagination.

*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.*