



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117183

DfES Number: 523948

### INSPECTION DETAILS

Inspection Date 24/11/2004  
Inspector Name Leoarna Mills - Allen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Egguckland Royal Naval Pre-School  
Setting Address 29 Bellamy Close  
Egguckland  
Plymouth  
Devon  
PL6 5LG

### REGISTERED PROVIDER DETAILS

Name The Committee of Egguckland Royal Navy Pre-School

### ORGANISATION DETAILS

Name Egguckland Royal Navy Pre-School  
Address 29 Bellamy Close  
Plymouth  
Devon  
PL6 5LG

## 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

Eggbuckland Royal Naval Pre-school opened in 1987. It operates from a semi-detached converted Royal Naval married quarter, on a Royal Naval housing estate on the outskirts of Plymouth city centre. The group has access to two main play rooms, a conservatory, kitchen and toilets. There is a secure garden at the rear of the premises.

The pre-school opens five days a week during school term times. Sessions are held Monday to Friday between 09:15 and 12:00. Sessions for two and a half year olds are held Tuesday and Thursday afternoons between 12:30 to 15:00. There are currently 15 children on roll, 10 of whom are in receipt of nursery education funding.

Four staff are employed to work with the children. Three hold appropriate early years qualification, and a fourth is working towards a qualification. They are managed by the Royal Naval Under Fives Co-ordinator. The group receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance. They will be undertaking the Plymouth Standard Quality Assurance programme from January 2005 onwards.

### How good is the Day Care?

Eggbuckland Royal Naval Pre-school provides good quality care for children.

The experienced and skilled play leader offers effective support to her staff team. Together they are well organised, both in terms of how they run the session, and in their orderly keeping of records and documentation. They create a pleasing environment for children's play, and ensure a good range of resources is on offer at every session.

Children are safe and secure in an environment where fire safety is fully promoted and access to the provision is closely monitored. Staff promote hygiene well, and only modest improvements are required to ensure that healthy eating among the children at snack time is fully encouraged. Staff also have a good understanding of

their child protection responsibilities.

Children enjoy a wide range of interesting activities, and experience skilled adult input for their learning and development. Their individual needs are well known to staff as a result of effective key working systems. Children with special educational needs are proactively supported, and all children's behaviour is very well managed.

The staff team work hard to ensure that parents receive good amounts of information about both the work of the group, and their child's achievements. Warm relationships between the staff and parents are, as a result, in evidence.

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

At the last inspection the group were asked to ensure that they had sufficient furniture to meet the needs of children. New chairs have been acquired, and now children's needs are fully met.

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

- All staff receive effective support for their ongoing professional development.
- Staff build warm relationships with the children and know their individual needs very well.
- Access to the provision is closely monitored, ensuring that children are safe and secure.
- Good systems are in place to ensure effective hygiene promotion.
- Behaviour is very well managed by adults who act as positive role models.
- Support for children with special educational needs, and their parents, ensures positive outcomes.

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

- the further promotion of healthy eating at snack times.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Ofsted have received no complaints against this group since April 2004.

#### **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
8	Further promote healthy eating at snack times.

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

### How effective is the nursery education?

Eggbuckland Royal Naval Pre-school provides high quality nursery education, with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Planning is thorough and accessible, enabling staff to understand quickly the purpose and focus of each activity. The setting has quickly adapted to having a now largely younger age range of children. Staff also ensure that they devote the majority of their time to working closely with children in small groups or on a one to one basis; this is particularly effective in encouraging children's conversational and social skills. Children's progress is regularly observed and assessed, and this information is used to plan next steps in children's learning. Children with special educational needs are well supported. Staff have also been particularly successful in encouraging children to recognise and adhere to agreed codes for behaving appropriately.

The leadership and management of the group is very good. The experienced play leader supports her team in the development of their skills. She herself has strong evaluation skills, and acts quickly to make adjustments and improvements where necessary. The play leader has forged good links with outside support agencies and with the Royal Naval Under Fives Co-ordinator's team.

The partnership with parents is very good. Parents receive good information about the work of the group. Although the systems for ensuring that parents are aware of their child's educational progress are a little informal, staff do ensure that discussions about such progress are held regularly.

### What is being done well?

- Staff are very much able to encourage children to be familiar with, and abide by, agreed codes for co-operative play.
- Staff devote significant amounts of time to encouraging children's conversational skills; as a result children are confident to speak in a group from an early age.
- Staff promote children's understanding of their own bodies and about being healthy to the full.
- By planning an engaging range of activities within the knowledge and understanding of the world curriculum, staff encourage children's real curiosity and enthusiasm for learning.
- Planning for all activities is clear, accessible, and enables staff to work with clear focus on given learning intentions.
- The play leader is well supported by the Royal Naval Under Fives

Co-ordinator, and is herself an effective and well-respected manager.

**What needs to be improved?**

- the degree to which parents are involved in their child's learning, through, for example, the improvement of systems for giving parents feedback about their child's educational progress.

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

Progress since the last inspection is very good.

At the last inspection the group were asked to ensure that systems for recording children's progress enabled staff to track such progress towards the early learning goals across the curriculum, and to use this information to plan next steps in children's learning. The group has now fully adopted a locally devised system for recording progress. Staff use the system appropriately, and as such are well aware of individual children's level of achievement. They also collate such information regularly, and use it when planning further activities. As a result, planning is increasingly tailored to meet individual needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly to activities and know the session's routines well. They are very familiar with the 'pre-school rules', and are largely able to regulate their own behaviour as a result. They are proud of their achievements, and are pleased to see their work displayed. They are keen to help out with group tasks, such as tidy up time, and are also increasingly independent. They give their full concentration to activities for significant periods of time, and are enthusiastic learners.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are enthusiastic contributors to whole group discussions, such as 'what I am wearing today', or 'how the weather is'. They regularly take part in song and nursery rhyme activities, and many three year olds can already identify some of the letters in their name. They frequently use books, and very much enjoy story time. They also make good use of the freely available writing materials, giving meaning to the marks they make and attempting name writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can already count beyond five accurately and can recognise some printed numbers. They use number spontaneously throughout their play, enjoying number songs that encourage their recognition of one more or one less. Children are also able to identify a good range of shapes and participate in a wide range of activities designed to promote their understanding of comparative language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a strong exploratory impulse as a result of interesting and varied planning within this part of the curriculum. They have opportunities to use the outside environment to extend their knowledge of the world around them, and to care for living things. They are also able to develop a good understanding of everyday technology such as cameras, laminators and computers. Activities designed to encourage their understanding of other cultures are pitched appropriately.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a broad range of planned activities that promote the development of both their fine and gross motor skills. They can climb, balance and travel under equipment, and can co-ordinate their movements to music. Children are also increasingly able to recognise when they are hot or thirsty as a result of exercise. They make good use of pens, paintbrushes, scissors, and other small tools, and persist when using resources that are designed to extend their physical skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good use of their imaginations when using role-play and dressing up areas. They are increasingly able to express and communicate their ideas through words, paint and 3D modelling, as a result of both staff's encouragement of conversation and provision of many free play designing and exploring media activities. Children also participate fully in musical activities, and are familiar with a wide range of songs.

**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, however, consideration should be given to the following;
- increase parents involvement in their child's learning, by, for example, the improvement of systems for giving parents feedback about their child's educational progress.

*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.*