



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148652

DfES Number: 515818

### INSPECTION DETAILS

Inspection Date 03/06/2003  
Inspector Name Claudia Padfield

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Earleybird Pre-School  
Setting Address The Terrapin, Hawkedon School Grounds  
Hawkedon Way, Lower Earley  
Reading  
Berkshire  
RG6 3AP

### REGISTERED PROVIDER DETAILS

Name Mrs Angela Palmer

## 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 Earley Bird Pre -School Opened in September 1986. It operates from the mobile classroom in the grounds of Hawkedon Primary school. The group have a large playroom, kitchen , children's bathroom and large outside playspace, which has recently been transformed by the committee to a child friendly inviting place to play.

The Pre-school is registered for 24 children rising three to five years. Currently the group have 63 children in total on the roll. This includes 35 rising four funded children. All children attend a variety of sessions each week. None of the children have special needs although the group have two children whom have English as a second language.

### How good is the Day Care?

The Earley Bird Pre-school provides good quality care for children. The staff team work well to provide children with an interesting and varied programme for learning. Staff plan and support children in the day to day activities, using effective plans and evaluation to assess the children's individual needs.

The group have good safety measures in place and staff act as role models with regard health and hygiene issues. Parent and committee helpers have clearly defined roles and happily work alongside staff in a consistent manner.

The group have good planning in place which is used effectively to meet the needs of the children. Activities are tailored to challenge all children and staff show a flexible approach when looking at the overall plans for the session. Staff engage children in conversation and spend time listening to what the children say, using effective questioning to extend the children's thinking. The group are looking to improve the room storage and accessibility to the book corner.

The group have a strong partnership with parents and enjoy spending time in the setting. Staff use this time to discuss a child's progress and show parents the Childs work. Parents are invited to add information and observations to the child's records.

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

The last inspection was a transitional inspection and no actions were highlighted.

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

- Children's personal, social and emotional development is very good. Staff are skilled at helping children to become confident, to use their initiative and to be sociable.
- Staff create a well planned, stimulating environment where children learn effectively through a variety of practical play activities.
- Parents play an important part in the group. They are valued by staff and their contribution actively support children's learning.
- Staff work well together to create a well resourced and stimulating environment where children can learn through a wide range of practical activities.
- Staff have close links with parents and carers and they encourage them to be actively involved with their children's learning. Parents are well informed about their children's routines and activities within the group.
- Staff work well together and contribute to the running of the setting. They provide a shared ethos of good early years principles. Roles and responsibilities are clearly defined.

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

- the organisation of the indoor playspace to provide clear areas for children to access toys and equipment.
- the book corner to provide opportunities for comfortable sharing of books.

### **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
4	make the book corner more inviting to children;
5	review the assessibility of toys and the organisation of the playroom.

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

### How effective is the nursery education?

Earley Bird Pre-school offers good quality nursery education where children enjoy learning through a wide range of interesting activities and make generally good progress towards the Early Learning Goals.

Teaching is generally good. Staff are sensitive and supportive to the needs of the children. Good relationships are being formed. Staff have a clear understanding of their roles and responsibilities and work well as a team. Children behave well in response to high expectations and sensitive support from staff. Confidence and independence is fostered. Activities and resources are well presented and used.

Systems are in place to effectively support children with special needs. An assessment system is used to check and record children's progress towards the Early Learning Goals. Children are encouraged to express their ideas and thoughts verbally. Staff listen well to the children and give time to children to develop their thoughts and ideas.

Leadership and management is generally good. Staff work hard to support each other and contribute well to the running of the group. This ensures a shared understanding of good early years practice. Management work hard to develop an effective staff team, and staff are good at identifying both their strengths and their areas for development.

Partnership with parents and carers is very good and contributes well to the children's progress in learning. Parents are well informed of the group's activities and routines. The key worker system works well and parents have opportunities to share their observations and discuss their child's progress with staff on a daily basis.

### What is being done well?

- Staff are skilled at helping children to become confident and to use their initiative enabling them to become confident and sociable. They have a caring relationship with each other and the staff. Behaviour is very good.
- Staff create a well planned, stimulating environment where children learn effectively through a variety of practical play activities.
- Parents play an important part in the group. They are valued by staff and their contribution actively supports children's learning. Children are confident and eager to explore their learning environment and are involved in their own learning.
- Staff work well together to create a well resourced and stimulating environment where children can learn through a wide range of practical activities.

- Staff have close links with parents and carers and they encourage them to be actively involved with their children's learning. Parents are well informed about their children's routines and activities within the group.
- Staff work well together and contribute to the running of the setting. They provide a shared ethos of good early years principles. Roles and responsibilities are clearly defined.

**What needs to be improved?**

- organisation of furniture and resources to enable children to choose and use the resources in comfort.
- personal independence of the three-year-old children.
- children's further awareness of cultural issues.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Personal and social development is very good. Children develop very good relationships with staff and other children. They learn to co-operate and work well together. They express their own feeling and show concern for others. Children understand the high expectations of staff for good behaviour, and respond accordingly. Although four year olds have good opportunities for personal independence, this is not always reflected among the younger age group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication language and literacy is generally good. Children listen well and their spoken English is good. They negotiate well and talk about past and present events in their lives. Staff provide a variety of useful opportunities to promote writing skills. Children label their own work and use writing within role play. Although staff provide some good activities to promote children's reading skills, the poor organisation of the book-corner results in a lack of use by the children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Staff provide a variety of practical activities to promote mathematical learning. Staff use both planned and everyday opportunities well to encourage children's counting. Games are used effectively to promote problem solving. Children are able to add, subtract, estimate and use positional language. Staff are adept at the use of effective questioning to increase children's understanding of mathematical concepts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Knowledge and understanding of the world is generally good. Staff make good use of questioning to encourage children to investigate and explore. Staff plan interesting topics to increase children's awareness of nature and their surrounding environment. This has included looking at the lifecycle of the butterfly and visits from members of the local community to explain their job role. Children have good opportunities to use everyday technology such as telephones and keyboards.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Physical development is generally good. Children move confidently and are well co-ordinated, demonstrating a good understanding of themselves and the space around them. Staff provide both structured and free-play activities to develop children's large physical skills. Staff build in opportunities for children to experience apparatus such as the balancing beam in different ways, providing challenge to those more able.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in creative development is good. Children are encouraged to use their imagination and express their ideas through a variety of different activities and opportunities. Children are introduced to a wide variety of music and are encouraged to sing number songs and rhymes. Good opportunities are provided for role play through the use of dressing up clothes.

**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**

- organisation of furniture and resources to enable children to choose and use the resources in comfort.
- opportunities to provide three year olds with more challenge to promote their personal independence during snack time.
- children's further awareness of cultural issues.

*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.*