



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 161999

DfES Number: 581530

### INSPECTION DETAILS

Inspection Date 28/04/2004  
Inspector Name Carole Argles

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Cuckoos Pre School  
Setting Address Lyes Green  
Corsley  
Warminster  
Wiltshire  
BA12 7QH

### REGISTERED PROVIDER DETAILS

Name The Committee of Little Cuckoos Pre School

### ORGANISATION DETAILS

Name Little Cuckoos Pre School  
Address Lyes Green  
Corsley  
Warminster  
Wiltshire  
BA12 7QH

## 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

Little Cuckoos Pre School opened in 1986. It operates from one room in purpose built premises in the grounds of Corsley Primary School, Corsley, near Warminster. There is access to an office, cloakrooms and a fully enclosed outdoor area. The pre-school has occasional use of the school hall. The pre-school serves the families in the local area and is registered to accept 24 children aged 2 to under 5 years old.

There are currently 31 children aged from 2 to 4 years on roll. This includes 7 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. The pre-school supports children who have special needs. 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 until 15.00.

Four part-time staff work with the children. Two have early years qualifications and two staff are currently on training programmes. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Little Cuckoos Pre School provides satisfactory care for the children. The sessions run smoothly and staff are aware of their roles and responsibilities. Policies and procedures are in place but are not readily available for parents to read. Staff keep most written consents including those for the administration of medication. They keep most records but not of staff attendance or medication given to children. The premises are clean, tidy and spacious. Staff create an attractive environment and use the room well to provide a wide range of activities for the children. There is a good range of furniture, equipment and toys to support all areas of the children's development well.

Staff have a good understanding of health and safety issues. They take effective

precautions to make sure that the premises and equipment are safe, clean and hygienic. They promote a healthy diet and drinks are freely available for the children. Staff work closely with parents to make sure that all children are included and their individual needs met. They provide good support for children with special needs. Staff understand child protection issues.

The children are happy, settled and confident. They relate well to others, sharing fairly and taking turns. They form good relationships with the staff who give them praise and encouragement. Staff help children learn right from wrong and have suitable expectations for their behaviour. The children behave well in response to this. Staff observe and record the children's progress and use this information to plan and provide a wide range of interesting activities and outings which help the children progress well. They help children learn about others in society through providing many resources and activities.

Parents and staff frequently exchange information about children's care and what they have been doing both verbally and through link books. Parents have fewer opportunities to discuss children's progress or see their records.

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

Not applicable.

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

- Staff form good relationships with the children. They know them well and make sure that their individual needs are met, adapting activities so that all can take part. Staff manage children's behaviour well, helping them learn right from wrong, and giving them praise and encouragement. This approach ensures that the children are happy, settled and confident at the pre-school.
- Staff plan and provide a wide range of interesting activities for the children which help them progress well in all areas of their development. There is a wide range of resources to support children's learning. Staff help children learn about others in society through activities which include art, food and music.
- The premises are spacious, clean, tidy and well maintained. Staff create an attractive and welcoming environment for children and parents through displays, posters and children's art work. They organise the room well to provide areas where children can take part in many activities. They use the well planned outdoor area frequently so children make good progress with their physical development.
- Staff have a good understanding of health and safety issues. They check the premises and equipment daily to make sure all is safe and suitable for the children. They promote good health and hygiene by encouraging children to eat a healthy diet and to wash their hands frequently. They supervise the children well at all times and keep the premises secure.

### What needs to be improved?

- children's safety by keeping records of medication administered to children
- registration arrangements by recording the names and hours of attendance of peoples caring for the children
- children's safety by seeking written parental consent for medical treatment or advice in the event of an emergency
- partnership with parents by extending the range of information readily available for them about the pre-school and their children's progress.

### Outcome of the inspection

Satisfactory

### 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 must take the following actions by the date shown

Std	Action	Date
14	Keep a written record, signed by parents, of medicines given to children.	28/05/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Maintain a daily record of the hours of attendance of the people who look after the children.
12	Request written permission from parents for seeking emergency medical advice or treatment.
12	Continue to develop the procedures to keep parents well informed about the pre-school and their children's progress.

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

### How effective is the nursery education?

Little Cuckoos Pre School provides nursery education which is acceptable and of good quality. Children are making generally good progress towards the early learning goals and very good progress in some areas of learning.

The teaching is generally good. Staff are enthusiastic and make activities fun. They form good relationships with the children and give them praise and encouragement. Staff plan and provide a wide range of interesting experiences which help the children make good progress. Staff know the children well and assess and record their progress. Generally staff set a good level of challenge for them. Although they ask children open questions, staff do not always take full advantage of situations to encourage older and more able children to think and solve problems. Staff have created an attractive well planned environment. They provide a good range of equipment and resources to support children's learning. However, there is scope to improve the planned opportunities for children to use a wide range of resources for model making and construction.

The partnership with parents is generally good. Parents and staff have a friendly relationship. They share information about what the children have been doing frequently both verbally and through weekly home link books. However, parents rarely meet with staff to look at their children's records or discuss their progress more fully. Staff give parents information about what children will be doing and suggestions to encourage them to become involved with their learning. Parents receive little information about procedures at the pre-school.

The leadership and management is generally good. The sessions run smoothly and staff are fully aware of their roles and responsibilities. Staff are very committed to improvement and frequently take training. Procedures for evaluating the effectiveness of the pre-school and the activities in supporting children's learning have not been fully established.

### What is being done well?

- The children are making very good progress in their personal, social and emotional development. They form good relationships with the staff and other children. They are beginning to understand the needs of others, share fairly and take turns. Staff help the children learn right from wrong and give them praise and encouragement.
- Children have many opportunities to express their ideas and imaginations in creative activities, including through role play and art. Children are frequently encouraged to respond to their senses and confidently express their ideas and feelings, talking about the feel, taste and look of objects. Older and more able children interpret what they know through painting and drawing.

- Children are making very good progress in their physical development. They show coordination and control, and are developing a good sense of rhythm when moving to music. They have daily opportunities to use a good range of equipment, including wheeled toys and climbing apparatus. Many children are able to manage clothing and to change their clothes for physical activities.
- Children have many opportunities to find out about the world around them through interesting activities and outings. They are developing a good sense of place and observe and talk about their local environment. They have opportunities to observe change and look carefully at objects using magnifying glasses and binoculars.

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

- the challenges for older and more able children, to encourage them to think and solve problems, particularly in their mathematical development
- the planned opportunities for children to use a wide range of resources for model making and construction
- the partnership with parents by extending the range of information available for them (see Children Act report)
- procedures for monitoring and evaluating the effectiveness of the nursery education in supporting children's learning and progress.

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

At the last inspection the provider agreed to:

Extend children's knowledge and understanding of the world by providing frequent opportunities to look closely at patterns and change in the world around them. Give them freedom to explore and select materials for themselves when building and designing for different purposes.

Develop the quality of teaching by organising group times effectively.

Encourage parents to contribute to their children's assessments by regularly sharing information of their learning at home.

Enhance the programme for creative development by increasing the range of musical instruments available.

There has been generally good improvement since the last inspection. Children are making very good progress in their knowledge and understanding of the world. They have many opportunities to look at patterns and changes around them, for example observing the development of tadpoles and discussing the weather daily. Although children are able to choose from many materials in art activities, a more restricted range of model making resources are readily available for them.

Group times are well organised and children are interested and eager to contribute their ideas. However, at times staff do not take full advantage of situations to extend the thinking and learning of older more able children.

Parents have opportunities to contribute what they know about their child through the home link books.

Staff have extended the range of musical instruments which the children use frequently. A music teacher also visits the pre-school fortnightly to work with the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and confident. They are interested in the activities and are curious about new objects and people. They talk about their homes and families. Most children behave well. They form good relationships with others and share fairly and take turns. They understand there are times to sit quietly. Children are developing independence with their personal care. Many children show sustained concentration on adult-led activities or when working alone at self-chosen tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children speak clearly and with confidence, readily sharing their ideas and experiences with others at circle times. They enjoy singing and stories, listening with attention and recalling the events. Children plan and negotiate together in the role play area. They are developing good hand-eye coordination and many can form recognisable letters. Some children can recognise their names. Older and more able children have limited opportunities to make links between sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in numbers and many are beginning to count competently and to recognise numerals. They can order objects by size and are beginning to use the correct words to compare number and size. Some children can name and recognise simple geometric shapes. At times, older and more able children are not encouraged to solve problems in practical situations. They have limited opportunities to select and adapt materials and shapes to make models.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to find out about objects and materials. Staff encourage them to predict what will happen and consider why things have happened. Children are developing a good sense of the world around them through visits and activities. They are eager to share their knowledge with others. Children are learning about their own and other cultures through art, food and music. They are developing a sense of time and talk about past events in their lives and subjects from history.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with confidence, coordination and control. They are developing a good sense of space when using wheeled toys or playing together. They frequently use a wide range of small and large equipment and are encouraged to move in a variety of ways. They are developing good hand-eye coordination and can skilfully use simple tools and manipulate malleable materials. They learn about good health, hygiene and safety through the routine of the day and planned activities.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have many opportunities to respond to what they see, hear, taste and feel and express their ideas and feelings confidently. They take part in frequent musical activities. They enjoy singing and matching movements to music, joining in enthusiastically. Children can use their imaginations and explore their own ideas in many art activities, selecting and mixing colours and materials. They enjoy role and small world play activities, recreating real and imaginary situations.

**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**

- take further advantage of situations to provide more challenges for older and more able children and encourage them to think and solve problems, particularly in their mathematical development
- plan further opportunities for children to use a wide range of resources for model making and construction
- develop the procedures for monitoring and evaluating the effectiveness of the nursery education in supporting children's learning and 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.*