



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221822

DfES Number: 512281

### INSPECTION DETAILS

Inspection Date 24/11/2004  
Inspector Name Pamela Abram

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Needingworth Community Pre-School  
Setting Address Holywell C of E Primary School  
Mill Way, Needingworth  
St. Ives  
Cambridgeshire  
PE27 4TF

### REGISTERED PROVIDER DETAILS

Name The Committee of Needingworth Community Pre-School  
1005511

### ORGANISATION DETAILS

Name Needingworth Community Pre-School  
Address Holywell Primary School  
Mill Way, Needingworth  
Huntingdon  
Cambridgeshire  
Pe27 4TF

## 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

Needingworth Community Pre-School, which is managed by a voluntary committee, is located in The Community Room of a village school near St Ives, Cambridgeshire.

There is an enclosed outdoor play area and children have supervised access the school playing field sometimes. A maximum of 20 children may attend at any one time. The pre-school is open each weekday from 09:00 to 11:45 and from 12:45 to 15:20 during term-times.

There are 22 children from 2 to under 5 years old on roll. Of these 18 receive funding for nursery education. Children attend from the local catchment area and surrounding villages.

The setting employs 6 members of staff. Three of the staff have appropriate early years qualifications.

### How good is the Day Care?

Needingworth Community Pre-School provides good quality care for children.

Staff are well informed about policies and procedures and show commitment to training. This helps them to create a purposeful, well-ordered setting where children feel happy and settled. Staff are aware of hazards and ensure that risks to children are minimised. The group has strategies in place to promote children's health and staff have done first aid training. Documentation mostly supports the successful management of the group and records help staff to meet children's individual needs, with only minor aspects to be reviewed.

Space is used well in the main room to offer children a stimulating environment in which they can play and learn. Staff prepare the room to create a warm, welcoming atmosphere for all those attending and display children's work to show it is valued. Children have a good range of activities and equipment to enhance their enjoyment and developmental progress. The accessibility of resources and equipment

promotes children's independence generally well.

Staff present themselves as good role models for children and show interest in what children do and say. Rules are applied fairly and consistently, which helps children to know what is expected of them and they respond well to this positive approach. Children are encouraged to have respect for others and develop a sense of wellbeing and self-esteem. Diversity is acknowledged, children have opportunities to learn about other cultures and lifestyles, as well as their own. Resources enable children to learn about equality through play.

The supportive partnership fostered between staff and parents enhances children's sense of belonging and gives them security. Parents are able to take an active role in the running of the setting and have access to information to help them know about the care being offered. Liaison with the local primary school enables children to feel confident about their transition into school.

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

At the last inspection the setting agreed to strengthen their policies and procedures in relation to the administration of medication and first aid, particularly in an emergency situation.

Measures put in place now ensure that these aspects of children's care and well-being are documented and staff can comply with parents wishes. Paperwork has been improved to ensure that staff are aware of children's needs and can comply with parents wishes should a child need medical treatment.

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

- Staff have suitable training and/or experience and show commitment to the setting. They are well informed about policy and procedures and attend workshops to update their knowledge and practice. Their clear understanding of their roles and responsibilities helps them work effectively as a team to support the children in their play and learning.
- Staff prepare the setting so that it offers a warm and welcoming environment for children, with eye-catching posters, examples of children's work and displays to support their themes and topics. They offer a stimulating range of activities and resources to promote children's learning and to create a sense of acceptance of individuality.
- Staff know children well, they treat them with warmth and concern and strive to meet their individual needs. They show interest in what children do and say which makes them feel valued and boosts their confidence.
- Parents are made welcome and those who help at sessions are given clear guidance to help them know what to do so that they enjoy the experience. Newsletters, notices, and verbal feedback from staff enable parents to have information about the running of the group.

- Children know the routines, which give them a sense of security, and they form good relationships with the adults and their peers. They benefit from the close liaison established with the feeder primary school, enabling them to feel confident about the transition to school.

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

- use of space in kitchen area
- policy for outings and lost child
- admissions policy

#### **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	consider the continued use of the kitchen as a base for activities to ensure that it offers children sufficient space and has appropriate furniture and equipment to meet their needs
14	Review documentation to ensure that it accurately reflects current practice within the setting for admissions and in relation to policy for outings to include lost child elements.

## 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 Needingworth Community Pre-School is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have knowledge of the Foundation Stage and a clear understanding of how children learn. They plan and deliver a stimulating curriculum. They present children with challenges, have high expectations of children's behaviour and use positive strategies to build children's confidence and self-esteem. Children are happy and behave well. Staff engage in direct work with children and take unplanned opportunities to extend children's learning. They use assessment to monitor children's progress and are developing ways to use them more fully to inform immediate planning. Staff build trusting relationships with children and create an environment where they can develop independence.

Leadership and management is very good. Staff work well as a team and demonstrate a clear understanding of their roles. They are well informed and have opportunities to take on areas of responsibility to enhance their professional development. Training is given a high priority and a staff appraisal system is in place. Regular meetings take place between staff and the supportive management committee to discuss planning and evaluate practice. All parties express a shared commitment to providing a high standard of care and education and liaise with external agencies to support their practice.

Partnership with parents is very good, they speak highly of the setting and express confidence in the work done by staff. There are systems in place to inform them about the Foundation Stage and the themes being covered by the children. Staff use various means to inform parents about their child's progress and encourage them to contribute to this process.

### What is being done well?

- Staff use their expertise and knowledge of the Foundation Stage to plan a broad, balanced curriculum to promote children's development. They stimulate children's interest by offering them a wide range of activities, indoors and outside to widen their experiences. They have high expectations for children's learning and development and use resources effectively to create a well-ordered, purposeful learning environment.
- Children are happy and settled, they form good relationships with each other and with the adults in the setting. They are becoming confident learners and respond to new experiences with enthusiasm and high levels curiosity. Children are able to express themselves with confidence, show motivation to learn and persevere with tasks to achieve their desired outcome.
- Staff and committee work hard to support the pre-school and place a high

priority on parental involvement. A welcoming, supportive atmosphere is created for parents and families to help them feel included in their children's learning. Parents wishes are respected, their views are sought and they are given some opportunities to participate in their child's learning.

- Behaviour is well managed, whilst still giving children sufficient freedom to explore, express themselves, and try new activities. Staff use a calm, consistent approach and take account of individual circumstances when handling behaviour. This enhances children's feelings of security and acceptance. The children react positively to this approach and demonstrate a good level of concern for each other. Children know what is expected of them and respond positively to the clear guidance, encouragement, support and warm praise they receive from staff.

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

- use of assessments
- opportunities for parents more involvement in children's progress records

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

The setting has made very good progress in addressing the key issue for action raised at the last inspection, which urged them to extend training for new staff.

There are good measures in place to ensure that staff have appropriate levels of training and they attend appropriate course to update their skills and knowledge.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and have good relationships with staff and each other. They respond to the consistent boundaries set for behaviour and develop self-esteem. Children's independence is fostered, e.g. they use the water cooler to get drinks as they need them. Children learn to share, take turns and show consideration for others e.g. when the noise was too loud for a child at music time. They show a sense of belonging by bringing fruit and saying that it is to share at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop speaking and listening skills as they engage in lively conversations with adults and each other. They make good use of the writing area and see that print carries meaning on labels and resources around the room. They listen intently to skilfully told stories and staff introduce resources to enrich the experience and encourage children to look closely at illustrations to extend their learning and enjoyment of the story. Children sing and hear different sounds in music sessions.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in their play and in everyday situations. They are introduced to some mathematical language to extend their learning of these concepts, e.g. staff talk about high, low and tall in P.E. activity. Children enjoy using simple computer programs, matching games and puzzles to explore shape, pattern, position and numbers. Children count aloud to check the number pieces of fruit brought in at registration time and to find out how many animals they see in the story being told.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children gain a sense of time and place through meaningful themes and activities involving their homes, families and local community. There are opportunities for them to talk about significant events relating to their homes and families. They learn about other cultures and life-styles using a good range of resources, e.g. learning dances for Divali. Children use tools and equipment for design and construction and enjoy using a computer and other forms of technology to support their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children use a range of large and small equipment to enhance their fine and gross motor skills. They move confidently, gain an awareness of space, have regular access to fresh air and enjoy music and movement indoors. They handle tools and equipment, e.g. pencils, paint brushes, glue spreaders and musical instruments with control. Children develop good hygiene practices through hand washing and bodily awareness is promoted when children talk about getting hot as they exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children proudly use musical instruments they have made and enthusiastically sing rhymes and songs. They enjoy exploring colour, texture and shape using puzzles, games, paint and in tactile experiences, e.g. sand, dough and water. Staff value and display children's art work well. Children were encouraged to use their imagination by making the noise of the animals in their story and to share experiences, e.g. saying that it was like being in a cave when crawling through the tunnel in P.E.

**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 areas of significant weaknesses, but consideration should be given to the following:
- use assessments to more effectively to identify how individual children will make progression to the next steps of learning and to extend the opportunities for parents to share what they know about their child's progress and contribute to their records.

*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.*