



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 312372

DfES Number: 534761

### INSPECTION DETAILS

Inspection Date 10/03/2005  
Inspector Name Janice Shaw

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Tameside College Pre-School  
Setting Address Beaufort Road  
Tameside  
Ashton-under-Lyne  
Lancashire  
OL6 6NX

### REGISTERED PROVIDER DETAILS

Name Tameside College Pre School

### ORGANISATION DETAILS

Name Tameside College Pre School  
Address Beaufort Road  
Ashton-under-Lyne  
Lancashire  
OL6 6NX

## 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

Tameside College Pre-School opened in 1991. It is situated on the Ashton-Under-Lyne site of the college and serves the students and staff of the college. Accommodation consists of two mobiles with three main rooms, known as the Sunshine Room, Rainbow Room and Raindrop Room.

There are currently 70 children from 1 to 5 years on roll. This includes 12 funded three year olds and 4 funded four year olds. Children attend for a variety of sessions. The nursery supports children who have special needs and three children who are bilingual.

The group opens five days a week during school term times. Sessions are from 08:30 until 16:15 on Monday to Thursday and from 08:30 until 15:15 on Friday.

A total of seven staff care for the children all of whom are qualified nursery nurses.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Tameside College Pre-School offers a good standard of day care for children. The very detailed operational plan is effectively put into practice. Clear leadership, a good staff induction programme and regular staff meetings ensure the staff are clear about their roles and responsibilities. The setting often operates an enhanced staffing ratio, the results of which are clearly reflected in the calibre of interaction between staff and children. Resources and equipment are of a high quality and children can easily access them. The accommodation inside is attractive and stimulating and used to very good effect. All documentation is well maintained and organised.

Safety is given high priority with effective procedures in place for checking safety at appropriate intervals. Relevant hygiene procedures are in place both for keeping the

premises and equipment clean and for promoting healthy hygiene routines in the children. All staff are trained in first aid. Should a child protection issue arise staff know exactly what action to take. Children are offered healthy snacks which takes account of individual requirements.

Children are settled, happy and well behaved. The settling in routine for new children ensures that each child's needs are sensitively addressed. Staff provide the children with a good, balanced routine and many worthwhile activities. Expectations for children's behaviour is stated in a gentle, clear and precise way, with older children setting a good example for the younger ones. Staff have an extensive knowledge and experience of implementing the Code of Practice for children with special needs. A rich selection of resources and activities that reflect diversity in the community are freely available to the children.

The setting recognises that parents know their children best and values parents input into the pre-school's insights and observations of their children. Parents are encouraged to continue activities from the pre-school at home.

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

Following the last inspection there were 15 actions to be addressed. Good progress has been

made in completing these actions with a consequent improvement in the overall safety and care provided for the children. Eight actions related to records and documentation, all documentation is now maintained as required. Four actions related to physical safety issues; external areas are now double bolted, a ramp is in place by an exit door and harness are used for small children in chairs and cleaning materials are now stored out of the reach of children. Two actions related to care, a suitable area has been designated for children to rest in and children's dignity and privacy is maintained by the provision of frosted glass panels, in the toilet areas.

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

- The high quality interaction between staff and children is a strength of the setting. Staff have created an exciting and caring environment in which learning can be developed. Children are learning from watching staff and other children and are given many opportunities to independently practice what they have observed.
- The children are very involved in their play, and clearly enjoy their activities. They play co-operatively. and share and take turns well when playing games. Children understand and use self reliantly the variety of egg timers available for "wait (for a turn) and (then) play". There is a good balance of adult led and child initiated play, and the children make choices which promotes their independence.
- There is a regular and constant dialogue with parents on a day-to-day basis, and it is clear from parent's responses that the nursery is a much-valued resource. It serves its community well and is effective in promoting

partnership with parents in the best interests of the children's achievements.

- The provision of a range of excellent activities for all children including those under two. The
- children benefit greatly from the many exciting creative activities together with their time spent
- in role play. Children reflect in both their creative experiences and imaginary play,
- experiences from both home and from within the nursery. One very small toddler left the
- home corner where he was mixing food and went to feed the rocking horse all of his own
- volition.

#### **An aspect of outstanding practice:**

Children love music and, as they play, respond to the classical music played in the background. At tidy up time the tempo of the music is changed in the baby room to the flight of the bumble bees and even the young toddlers recognise and point to the music and scurry around making very good attempts to tidy up. In the pre-school room children again recognise the change in tempo and when the elephant marching music is played excitedly tell their friends to start to tidy away. In the music corner children started to create music spontaneously, their interest was noted by a staff member and the children were offered a more relevant tape to play to. Children skip and dance spontaneously as they move about the room from one activity to another. The relaxed happy atmosphere within the nursery successfully encourages this aspect of children's creative development. (Standard 3)

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

- the continued development of the staffs existing skills and knowledge in caring for children.

#### **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.)**

There are no complaints to report.

#### **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.*

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

### How effective is the nursery education?

Tameside College Pre-School's provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The setting has a very caring ethos based on children and staff respecting and valuing each other. Children are happy, confident and secure within the setting. Staff have valuable insight into how young children develop and progress in all areas of learning. They devise stimulating activities and supervise and support children well so that they can develop their skills effectively and become confident in all aspects. The activities are organised to give children real choice and to develop their thinking skills, through working and playing alone and in groups of varying sizes. Good photographic records are kept and included in the settings files, together with clear supporting evidence of children's achievements. Planning is geared to make children independent learners able to understand how to choose and gain good powers of concentration.

The leadership and management of the setting is very good. Consideration has been given to the creation of a bright attractive and stimulating environment. The management team gives very good educational direction in all areas of the pre-school work. The manager monitors staff work successfully by working alongside them, as well as providing a very good role model for teaching and for building relationships with children. Regular staff meetings and good staff training effectively contributes towards the professional development of the staff.

The partnership with parents is very good and seen as crucially important to children's successful overall development. The profiles kept on each child provide parents with important information on their children's progress and achievements.

### What is being done well?

- Staff have developed a secure and simple system to track both the delivery and receipt of the curriculum. They effectively evaluate children's achievements on a regular basis and use this information to inform medium and short term planning. Children's achievements in each area of learning are securely linked to the stepping stones in order that their key worker can identify areas for development for each child. As a consequence, children progress well.
- Children are awarded and applauded for their achievements through the session. They are polite and well behaved. All children share and take turn with minimal staff intervention. Children willingly concentrate and persevere with many tasks and their personal independence skills are fostered well. They show great respect for others, waiting very patiently as they line-up with friends and sit quietly at group time, listening attentively and taking turns to share their news.

- The partnership with parents is very effective. Staff have good relationships with them and
- there are good two-way communication systems in place to keep one another informed about
- the children's experiences both inside and outside of nursery. Parents are actively
- encouraged to be involved in their children's learning and are provided with story books,
- videos and copies of song tapes linked to the nursery topic to share with their children at
- home to support and extend their interests.
- Communication language and literacy is a strength of the setting, Children benefit from well planned activities that extend their vocabulary, encourage them to use emergent writing in meaningful situations. Valuable staff support helps them to be good listeners and confident speakers and children quickly understand that print is a wonderful source of pleasure and information.

**What needs to be improved?**

- the further development of the programme for physical development

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships in the setting are very good. Children are happy and most are confident. Children's ability to relate to others is striking: not only do they relate well to adults, but they are already developing good relationships with one another. In the outside play area children are able to organise games amongst themselves without adult intervention or direction. Tidy up time is taken very seriously and the children encourage one another to become involved.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate effectively and most are positive articulate speakers. They listen well and many are happy to contribute in circle time and join in and predict at story time. Children competently recognise their own name and familiar words and make very good attempts to write their name, some with great success. In the mark making area they work very industriously freely designing and making their own books, including one child who wrote a few small words from memory.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematical language to describe the sizes of the dinosaurs, and know the terms full and empty when working with sand and water. Through practical activities they are beginning to learn about number, with a few recording numbers. They recognise patterns and are able to continue a sequence when using the small bears computer programme. They compare and sort everyday objects, with many knowing their colours and basic shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children display great confidence when talking about their homes and families and are able to discuss their life experiences. Accurate assessments of the weather, days and dates are made and discussed in circle time. They progress their design skills well through good use of construction sets and junk materials. When "working" in the garden children seek out insects to examine, they observe the compost as the fruit peelings rot and enjoy gently touching the plants in the sensory area.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are competent when riding two and three wheeled toys and have good coordination when they manoeuvre around the play area. Many have good ball skills and are able to kick, bounce, catch and throw a ball with good degrees of accuracy. Activities in the sand and water area also help with the finer skills of emptying and filling. Children skilfully used pipettes to transfer water between containers. Discussions around nutritious snacks helps children understand about healthy practices.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have many good opportunities to enjoy and make music. They enjoy experimenting with sound, and use the instruments well. They have a growing appreciation of different types of music. In role-play children use their imagination and express themselves well, perceptively playing out their experiences. They sing in tune as they play independently and with friends at circle time. Several children are very inventive. They design their own art-work decorating it with pleasing patterns.

**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 key issues to address however a point for consideration is:
- In the programme for physical development provide older and more able children with the additional challenge to climb under, over and through balancing and climbing equipment.

*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.*