



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102885

DfES Number: 523953

### INSPECTION DETAILS

Inspection Date 18/11/2003  
Inspector Name Margaret Rose Sully

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Trevorder R.N.Pre School  
Setting Address Trevorder Close  
Torpoint  
Cornwall  
PL11 2NS

### REGISTERED PROVIDER DETAILS

Name RN Pre-School Learning Organisation 1040329

### ORGANISATION DETAILS

Name RN Pre-School Learning Organisation  
Address Trevorder Royal Navy Pre School  
Trevorder Close  
Torpoint  
Cornwall  
PL11 2NS

## 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

Trevorder Pre-school opened over 20 years ago. It operates from premises on the Royal Naval housing estate in Torpoint, the premises are owned by the Ministry of Defence. The pre-school have use of one large playroom, toilets, kitchen and store room. A Link Into Learning scheme have use of another room in the premises.

There are currently 27 children on roll. This includes 6 funded 3 year olds, there are no funded 4 year olds attending at present. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language, but there are currently none attending.

The group opens five days a week during school term times, sessions are from 09.30 to 12.15.

Three members of staff work with the children, the supervisor has a level 3 qualification and two members of staff are working towards level 3.

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

### How good is the Day Care?

Trevorder Pre-school provides good care for children. The supervisor is qualified and two members of staff are working towards a level 3 qualification, all staff regularly attend short courses, relevant to childcare and education. The premises are welcoming and well organized, with separate, named areas for different activities, including a comfortable book corner, messy play and role play. There is an enclosed outside play area where children are supervised carefully, children can access some concrete steps leading up to the premises. There is a wide range of equipment with children having a good balance of free choice and structured activities. Documentation is organized and confidential records are kept in a secure place.

Staff have a sound knowledge of health and safety issues and all procedures are updated regularly. Good health is promoted with healthy snacks, drinking water being accessible at all times and regular physical activities, either indoors or outside in the play area. Staff encourage children to wash their hands at appropriate times. Children are well supervised and staff make sure they are taught about safety. The staff know the children as individuals and their needs are recognised and met.

The children are provided with a good range of planned activities enabling them to develop their emotional, physical, social and intellectual capabilities. Staff listen and talk to the children, promoting their confidence and self esteem. Children respond well to the staff's positive approach to behaviour management, the children's behaviour is good, they are confident and play well together.

There is a good relationship with parents and information on the pre-school and the children's progress is shared through daily discussion; appointments each term for parents to visit individually; newsletters and notice boards; parents are welcome to visit the pre-school at any time.

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

At the last inspection the pre-school agreed to produce a procedure to be followed in the event of a child being lost; to keep individual records of staff on the premises and to keep times of arrival and departure of children and staff. They also agreed to ensure the hot water for hand washing was at a safe temperature and to ensure the outside area was safe for children in respect of the steps and the ivy growing in the garden.

All the documentation is now in place and times of arrival and departure are kept. A new water heater has been fitted to the hand basin ensuring water is at a safe temperature. The steps in the outside area are still accessible to children, but the ivy has been cut back and there are plans for a fence to be erected.

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

- There is very good interaction with the children, children's individual needs are addressed and they are happy and settled in the pre-school.
- Staff are very aware of health and safety issues, children are well supervised and their good health is promoted.
- All documentation is well organized and reviewed regularly, ensuring the safe and smooth running of the pre-school.
- There is a good range of planned activities and freeplay at each session, children have plenty of choice from a range of organized resources.
- There is a good relationship with parents and information on the pre-school and the children's progress is shared through daily discussion, termly appointments for individual parents and clear information in newsletters and on notice boards.

**What needs to be improved?**

- restricting children's access to concrete steps and ivy in outside play area
- limited resources reflecting positive images of disability
- parental accessibility to child protection statement.

**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
6	Ensure hazards in outside area are minimized.
9	Ensure children have access to resources reflecting positive images of disability.
13	Ensure Child Protection statement is made available to parents.

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

### How effective is the nursery education?

Children are making generally good progress overall. They are making very good progress in communication, language and literacy, knowledge and understanding of the world and creative development. They are making generally good progress in other areas except mathematical development where there are significant weaknesses. The setting currently provides funded education for three year old children only.

Teaching is generally good and children's behaviour is good. Staff understand the early learning goals and have attended courses. Planning and assessments are undertaken and learning intentions are recorded. Resources are good, however some could be further developed to aid children's learning of number recognition. When making comparisons staff do not provide children with enough information to make a decision. For example just using one stone to establish if it was rough or smooth.

Children with special needs are cared for and there is a Special Educational Needs Co-ordinator on site.

The leadership and management of the setting is generally good. Staff are aware of the setting's routines and their responsibilities within it. A list of resources available for each area of learning is on display. This assists staff when planning activities or free play. A key worker system is in place to ensure children receive the care and support they need. Although weekly staff meetings are held, minutes are not recorded. This could limit the effectiveness of monitoring and evaluating practices.

Partnership with parents is very good. They are welcomed into the setting and open sessions for parents are held every term. Parents have access to comprehensive policies and procedures. They are also involved in the registration process by assisting their child to recognise their name and place it on the board. Parents are encouraged to become involved in their child's learning and children regularly take books home for reading. This provides an important link for the children.

### What is being done well?

- Children's personal, social and emotional development is promoted. They are confident within the setting and are aware of their routines and boundaries. Children are able to ask for help and show pride in their achievements.
- Children's communication, language and literacy development is very good. They communicate well with staff and each other. They join in nursery rhymes and are able to recall favourite stories.
- Partnership with parents is very good. They are welcomed into the setting and kept informed of their child's progress throughout. Parent open days are

organised every term. Verbal feed back from parents is very good.

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

- Staff's attention to promoting children's mathematical language during everyday, routine activities.
- The organisation of comparative activities so children can make informed decisions.
- The presentation of mathematical resources to enable children to recognise numbers more easily.

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

The pre-school has made very good progress since the last inspection. Opportunities are available for children to practice independent writing skills and are making good progress in this area. Planning now specifies the learning intention and is available for all staff to refer to. Tick charts now have limited use and staff write about children's progress and where they may need extra support.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's personal, social and emotional development is generally good. They are confident and happy within the setting, being aware of the routines and boundaries. Children are able to ask for help with activities and show pride in their achievements. Children show concern for each other during singing activities, remaining silent while others sing. Children's concern for others could have been further developed at other times, such as snack time. Some children are not aware of their age.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's are making very good progress in communication, language and literacy. There are good opportunities to engage in independent writing. Children readily join in with familiar nursery rhymes and stories, being able to recall the events of one story. Some are aware of how books are read. Children are able to trace over the letters of their name. Planning indicates they will become familiar with the concept writing lists.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The programme for mathematics has some significant weaknesses. Children are able to count by rote in a group. One child can count to four spontaneously. Children's understanding of positional and comparative language is limited. Some children are unable to recognise more than two numbers between 0 and 10. Opportunities are missed to engage children in mathematical language during everyday activities. For example at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress towards knowledge and understanding of the world is very good. Children are familiar with technology, computer, telephones and calculators, which is freely available to them. Planning indicates that children learn about their immediate environment. Children know the days of the week and the weather changes. They are also given the opportunity to experience some natural products. Children were not heard to express their feelings in respect of significant personal events,

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. All children are able to move around using various movements such as crawling, stepping and balancing. They can negotiate space and crawl through a hole into a tent. There is a range of outdoor equipment to promote gross motor skills. Staff did not make children aware of the effects of exertion on their bodies and missed opportunities during snack time to discuss healthy eating.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They are able to construct building blocks into a shape. They show an interest in musical instruments and planning indicates that music is used to create movement for children to follow. Children are able to sing confidently in a group. Most children are confident when singing on their own. Some children are able to use their imagination and make objects from materials provided. Children made yo yo's and knew how to play with them.

**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**

- increase staff's knowledge of how to use everyday activities and routines to help children develop their use and understanding of mathematical language
- present resources to children in a way that helps them to recognise numbers, and enables them to make clear comparisons when required.

*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.*