



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226866

DfES Number: 595067

### INSPECTION DETAILS

Inspection Date 06/10/2004  
Inspector Name Yvonne Chapman

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sandfield Pre-School  
Setting Address Sandfield Close  
Rushey Mead  
Leicester  
Leicestershire  
LE4 3RE

### REGISTERED PROVIDER DETAILS

Name Leicester City Council

### ORGANISATION DETAILS

Name Leicester City Council  
Address 10 York Road  
Leicester  
Leicestershire  
LE1 5TS

## 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

Sandfield Pre-School operates from a mobile classroom in the grounds of Sandfield Primary School in the Rushey Mead area of Leicester. The pre-school serves the local area and children come from a variety of cultural backgrounds.

There are currently 20 children on roll. This includes 16 funded 3-year-olds and 4 funded 4-year-olds. All of the children speak English as an additional language and the group supports a small number of children with special needs.

The group opens Monday to Friday during school term times. Sessions are from 08:30 until 11:00. Afternoon sessions are to be provided from January 2005.

There are three permanent staff working with the children, all of whom have relevant child care qualifications. The setting receives support from a teacher/mentor from the Leicester Early Years' Development and Childcare Partnership.

### How good is the Day Care?

Sandfield Pre-school provides satisfactory care for children. A welcoming environment is provided and children separate confidently from their carers and settle well to play. There have been changes recently in the staffing situation and Ofsted have not been kept fully informed of these. The premises are clean and well maintained, although there continues to be no hot water available in the children's toilet. Policies and procedures are comprehensive and accessible to staff and parents, but not all items of previous documentation were available on the day of inspection.

Staff give a high priority to safety issues. Children are aware of the reasons why they are careful on the steps or do not run indoors and the consequences of their actions. Children have good routines for personal care and arrangements are in place to deal with any accidents effectively. Regular drinks and snacks are provided and all children's dietary requirements are adhered to. Staff have a sound understanding of child protection procedures and are confident in their abilities to recognise and report

any concerns.

Children have opportunities to be involved in a range of activities and experiences. The multi-lingual staff group effectively support children with English as an additional language. Children with special needs are included in all aspects of the pre-school and have their individual needs met. A wide range of resources which promote equality of opportunity are regularly available and accessible. Children behave well and consistent methods are used to manage their behaviour.

Parents and children are greeted individually and staff make time to discuss any issues. Procedures are in place to keep parents informed about the provision and their child's progress. Trusting relationships are built with parents, and staff have a very positive attitude to working in partnership with them.

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

Since the last inspection the setting has provided details of the regulator on their complaints procedure. This is displayed in an accessible area and available to parents. Parents have now given consent for emergency medical advice and treatment. Notification of the nominated person was made to Ofsted originally. However, this person has now changed and an action has been made from this inspection that updated details are provided. Hot water remains unavailable in the children's toilet and this is also an action from this inspection.

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

- Parental contributions of time and skills are valued and they feel confident and comfortable in the setting.
- Attention to safety is a strength of the pre-school and all staff have a thorough understanding of the importance of minimising risks and hazards.
- Staff have a commitment to providing an environment where children are made aware of acceptable ways to behave. Good behaviour is effectively encouraged and children interact positively with staff and their peers.
- The leader of the pre-school is enthusiastic and well motivated. The staff group work well as a team and there are good contingency plans to ensure a high staff ratio is maintained.

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

- the availability of hot water in the children's toilet
- the notification to Ofsted of any changes to staff and nominated persons
- the retention and accessibility of children's records.

**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
4	Submit an action plan detailing how hot water is to be made available in the children's toilet.	30/11/2004
14	Ensure Ofsted is informed of any changes in members of staff and nominated persons.	30/11/2004
14	Ensure records relating to individual children are retained for a reasonable period of time and that they are always available for inspection.	30/11/2004

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

### How effective is the nursery education?

Sandfield Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make particularly good progress in their personal, social and emotional development.

The quality of teaching is generally good. Staff have a generally good knowledge and understanding of the early learning goals, and recently introduced observation, assessment and planning systems which clearly lend themselves to supporting the progress of each child as an individual learner in the setting. These systems are in their infancy, however staff are making good progress in their implementation. The majority of children attending the pre-school speak English as an additional language and support given to these children is very good. Staff manage children's behaviour very well, and give children ample praise and support for good behaviour. Time given to some activities is not always effective, and resources in some areas are more limited than others. At times staff do not sufficiently extend activities, or make best use of routine opportunities to extend learning.

The leadership and management is generally good. The setting has been through a difficult period, with change of leadership within the setting and changes to the higher management structure. The period of change left staff without clear direction or support. However, the new manager leader and deputy leader have worked extremely hard, and demonstrate very high levels of commitment in ensuring improvement of care and education for all children. The new leader demonstrates very good understanding of the setting's strengths and areas for improvement, and has made significant inroads to these areas.

The partnership with parents is very good. Parents are involved in target setting, provided with information on how they can support their own child's learning in the home environment; and meet with staff to discuss their child's progress.

### What is being done well?

- Staff forge effective links with parents, and have in place systems to support continuity of learning between the pre-school and the child's home environment.
- The leader and deputy leader have ensured the impact of the change process has not had a detrimental effect on children's learning, and have put in place good plans to improve the learning opportunities for children.
- Children are given many opportunities to talk to each other and with staff; their speaking and conversational skills are progressing very well, and very good attention is given to supporting children with English as an additional language.

- Children are encouraged to think about the effects exercise and healthy eating have on their bodies, and why it is important to develop good hygiene practices.
- Children are given good opportunities to count and are developing good counting skills.

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

- the staff team's understanding of how the foundation stage curriculum can be used in every day and routine activities to support children's learning
- staff's ability to widen the scope of learning to cover not only the planned topic, but other areas of the curriculum
- resources to support learning in all clusters for physical development, creative development and knowledge and understanding of the world
- daily planning to ensure the time used for both routine activities, such as snack time, and planned activities is effective.

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

Generally good progress has been made since the last inspection. Good systems have recently been introduced by the new leader of the setting to record children's progress through the stepping stones. However, these systems and the children attending the setting are both relatively new, and there is insufficient evidence to support long term effectiveness.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming good relationships with each other and have made good attachments to staff members. Their confidence levels are developing very well, and they feel very able to speak out in both small and larger groups. Children behave very well, and have a good understanding of behaviour expectations in the setting. Their independence skills are good, and they readily care for themselves by going to the bathroom on their own and putting their own coats on.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children are making good progress in their talking and conversational skills, and children with English as an additional language are very well supported by staff in this area. They enjoy story time and sitting in the book area reading books quietly with staff support. Free access to writing and mark making equipment provide children with good opportunities to improve their mark-making skills. However, there are currently insufficient opportunities for children to link sounds with letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff make good use of circle time to encourage children's development in counting skills. Children can count to 10, with many counting beyond this. Children have a good knowledge of size language such as big and little, and show awareness of positional language when 'Going on a Bear Hunt'. They have good opportunities to match, sort and sequence. Staff miss opportunities to improve children's mathematical understanding in routine activities and in bringing mathematics to other curriculum areas.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a growing understanding of time in terms of the days of the week, and in relation to the passage of time. They have good opportunities to learn about their own culture and the cultures and traditions of others. They have good opportunities to construct and design, although space in the construction area is limited. Children's understanding of a 'sense of place' is limited, as are opportunities to use remote control and programmable toys.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move well both in the classroom and in the playground outside. They run, jump, hop, wriggle and crouch, and demonstrate a good sense of personal space. They have a very good understanding of what is good and bad for their bodies, and a growing awareness of how physical activity affects them. Children demonstrate a growing confidence in using tools such as scissors, glue spreaders, and spades. They do not have opportunities to climb.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy playing in the role-play area looking after babies and 'home making', although role play activities are limited. They use the creative table well to cut and stick, make collages, and make models with recycled materials, although there are insufficient materials to extend more able children. They have good opportunities to use musical instruments and to develop awareness of sound. Children demonstrate a real enjoyment of singing and action songs. Opportunities to paint are limited.

**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**

- provide staff with opportunities to explore how they can more effectively use their knowledge and understanding of the foundation stage curriculum whilst engaged in both planned and unplanned activities, and routine and everyday situations
- ensure resources available for children's play effectively support learning in all clusters of each area of learning in the Foundation Stage curriculum
- plan daily activities and routines effectively to ensure best use is made of time and learning opportunities for children.

*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.*