



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205291

DfES Number: 510765

### INSPECTION DETAILS

Inspection Date 05/05/2004  
Inspector Name Rachel Wyatt

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Martley & District Pre-School  
Setting Address Martley First School (the Old Hut)  
Martley  
Worcs

### REGISTERED PROVIDER DETAILS

Name The Committee of Martley & District Pre-School

### ORGANISATION DETAILS

Name Martley & District Pre-School  
Address Martley First School (the Old Hut)  
Martley  
Worcs

## 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

Martley and District Pre-School has been open in its current location since 1991. It operates from a single storey building adjacent to the primary school in the village of Martley, approximately seven miles from Worcester. At lunch time children are taken to the school hall. There is an adjacent enclosed outside play area, and opportunities to use the school playground and to go on local walks and outings.

There are currently 31 children from 2 to under 5 years on roll. This includes 14 funded 3-year-olds and 6 funded 4-year-olds. There are four children with special needs and the group supports 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 15:15. Children attend for a variety of sessions.

Eight part time staff and volunteers work with the children. Three of the staff have early years qualifications to NVQ 2 or 3, with the other member of staff currently working towards a recognised early years qualification. Two volunteers are hoping to start NVQ 2 courses. The setting receives support from a mentor from the Early Years Development and Childcare Partnership. Representatives of the pre-school attend local partnership meetings, the group is a member of the of the Pre-school Learning Alliance and has a close relationship with Martley C of E Primary School.

### How good is the Day Care?

Martley and District Pre-School provides satisfactory care for children. Most children quickly settle in the attractively laid out pre-school room and they have many opportunities to be energetic, as very good use is made of the well organised outside area. Staff and volunteers work together to ensure the smooth running of sessions, but children's interest is not always sustained during some routines, and staff working all day do not have a break. Most aspects of documentation are satisfactory, but there are omissions to some records, and not all adults have a secure knowledge of child protection procedures.

Children are effectively supervised by adults and encouraged to behave safely. Staff ensure indoor play areas are kept clear and safe. They also carry out routine daily safety checks of the premises and outside area but not all new hazards are promptly identified and acted on, and practice emergency evacuations are infrequent. Children are encouraged to be independent in seeing to their self-care needs and staff ensure that the premises are clean and tidy. Effective procedures minimise the risks of cross infection, and some health records are satisfactory, but medication dosage records and some accident records have not been signed by parents. Children enjoy relaxed, social snack and lunch times.

Children take part in a range of interesting and well resourced activities. They play well together, negotiating and exchanging ideas and often engaging in sustained imaginative play. They explore and investigate a range of natural materials, make choices and like simple number problems. They are generally busy, well behaved and responsive to the adults' realistic expectations, relaxed manner and praise. Children with special needs are well supported and fully involved in all aspects of the setting.

There is an effective partnership with parents who receive helpful and user-friendly information about the setting and about their child's progress and activities.

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

Not applicable, as there were no actions raised at the previous inspection.

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

- Children are confident to make choices and to work out practical problems. They play well together and are sociable, often caring and helpful. During play they often negotiate and express themselves creatively. They engage in sustained, co-operative role play.
- Adults are responsive to children's differing needs, providing sensitive support for those who are less confident or able. Activities are organised to provide a balance between energetic and quiet times, and a good mix of different size group experiences for children encourages them to relate well to others and become familiar with the setting's routine.
- Children are settled and familiar with the premises. Good use of displays, furniture and layout create a warm welcoming environment inside, and the pre-school's own outside play area is well equipped for both physical and sensory play and learning.
- Children are interested in and enjoy a good variety of toys and equipment available to them. They use toys, props and resources to enhance their imaginative play, investigate and explore the different materials provided, and confidently use the physical play equipment.
- Children are generally busy and well behaved. They listen well, like to help and are caring. Staff have realistic expectations, create a relaxed atmosphere, calmly deal with any disruptions, and acknowledge children's

good behaviour and efforts.

### What needs to be improved?

- the deployment of staff to ensure adults working with children have appropriate rest periods
- the organisation of pre-lunch time routines to ensure children's interest is sustained and they have sufficient adult support
- the clarity of attendance records
- the frequency of practice emergency evacuations
- the procedures for recording and dealing with new hazards
- the procedures for ensuring parents sign medication dosage records and accident records
- the staff and volunteers' understanding of the setting's child protection policy and procedures.

### 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
7	Ensure parents sign medication dosage records and accident records.	07/06/2004

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

Std	Recommendation
2	Improve the deployment of adults and the organisation of pre-lunchtime routines to ensure children's interest is sustained and to enable staff to have appropriate breaks.

2	Improve the clarity of attendance records and ensure details are included when a child's attendance times vary from normal session times.
6	Update risk assessments to ensure all adults are aware and take appropriate action regarding new hazards.
6	Ensure the frequency of practice emergency evacuations accommodates the attendance patterns of both adults and children and the developmental needs of the children being looked after.
13	Ensure all adults working in the pre-school are familiar with the setting's child protection procedures and policy.

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

### How effective is the nursery education?

Martley and District Pre-School provides generally good nursery education. Children make very good progress in knowledge and understanding of the world, physical development and creative development and generally good progress in the other areas of learning.

Teaching is generally good. Staff relate well to children and plan interesting, well-resourced activities and topics. Provision for children with special educational needs is very good, with close liaison with parents and other agencies, but there is limited information regarding support for children with English as an additional language. The format for planning is good with clear links to areas of learning, but some short-term plans lack detail. As a result learning outcomes are not always clear and children's differing learning needs are not always met, especially for more able children in two learning areas. Their interest is not always engaged during pre-lunch time routines. Assessment of children's progress is generally effective, but variations in staff input affect the quality of information.

Leadership and management are generally good. Staff have well defined roles and are responsible for the day to day management of the setting. They often meet with the mentor teacher and other providers to review practice issues. However, there are no procedures for internal monitoring of the educational provision to minimise the inconsistencies apparent in planning and assessment. The committee, parents and staff have worked well to improve the outside play area, which has had a significant impact on children's physical play, with potential to support their learning in all curriculum areas.

Partnership with parents is generally good. Parents receive helpful information about the nursery education, including copies of topic plans. They make a valuable contribution to the pre-school through working with the children, serving on the committee and assisting with the development of the outdoor area.

### What is being done well?

- Children are very imaginative. The well resourced role play area and props, such as the large cardboard box ambulance, stimulate cooperative and sustained role play and children's descriptive language as they negotiate roles, put forward ideas and act out different roles.
- Children are energetic and making very good progress in their physical development. They have many opportunities to play outside, relishing the attractive surroundings and physical play equipment provided in the recently developed garden area. They also enjoy various physical play activities on the school playground, and opportunities to explore the local area, including 'rainy day' walks.

- A strong sense of community is fostered in the pre-school. There is a warm rapport between children and adults, children learn each other's names, show concern for each other and often play cooperatively. They have opportunities to become familiar with school life through some shared activities, especially lunch times. Parents are actively involved in the pre-school and their children's education. In particular regular volunteers make a positive contribution to children's enjoyment and involvement in activities.
- Very effective support is provided for children with special educational needs. Staff liaise with parents and other agencies to assess children's learning needs, and to identify achievable targets to help them to progress to the next stage. Children with special educational needs participate fully in the pre-school's early years curriculum, and are making good progress.

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

- the organisation and management of pre-lunchtime routines to ensure children are occupied and interested
- the provision of more challenging activities for more able children, especially in writing and some aspects of mathematical development
- the consistency in identifying clear learning objectives, organisational requirements and differentiation for both three and four year olds in daily plans
- the availability of information regarding advice and support for children with English as an additional language
- the consistency in gathering and recording information about children's progress and their learning needs, to ensure sufficient information is available to inform future plans for children's learning.

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

At the last inspection the pre-school had one key issue, to effectively use every opportunity to encourage children to be aware of the use and purpose of the written word and to actively support children in the writing of their own names on all pieces of work.

Generally good progress has been made in addressing this issue. Children regularly look at the written word in books, on posters, and during activities including using computers. They make marks in different contexts such as chalking on the playground, and during painting and drawing activities. With appropriate support from adults, they are developing good pencil control and have opportunities to use a variety of writing implements. They often write and make marks using pencils and paper provided in the role play area, for example 'writing' prescriptions in the hospital scenario. They do have opportunities to attempt writing on their work or during activities, but at times adults do this for children when most four year-olds and more able children could try this for themselves.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's awareness of community is fostered during welcoming routines, opportunities to mix with younger and older children, and visits to school. They are helpful, showing care and concern for others. Most children speak out in group activities, with effective support provided for those who are more reserved. Children make choices and are developing both independent learning and self-care skills. They are eager to learn, but their interest is not always engaged during pre-lunchtime routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they negotiate, describe what they see and express ideas and feelings. Effective support is given to less able children to help them to join in discussions. Children enjoy well told stories, and they look at books independently, handling them well, and often sharing them with others. Whilst children enjoy mark-making and will attempt to write their names, adults do not always reinforce or extend more able children's opportunities to practise writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count and recognise numbers in familiar contexts. Many count up to 10 and are developing an understanding of one to one correspondence up to five. They enjoy simple number problems based on number rhymes and comparing more and less. Children recognise different shapes and their individual features. They use mathematical language in appropriate situations and make simple patterns and sequences. At times adults miss opportunities to extend children's understanding of quantity and length.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently use computers, handle the 'mouse' well and, with effective adult support, make choices about programmes which they are often able to use independently. They enjoy being outside and finding out about features of the natural world. They comment on these and on changes, and investigate and explore natural materials. Children recall events in their own lives and, especially through role play, replicate real life experiences such as going on holiday or being in a hospital.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are energetic and they run, climb and balance confidently. They try out new activities such as weaving in and out of posts, walking on painted lines and raised obstacles. They describe how exercise affects their bodies and, before going outside, help to put on outdoor clothing and footwear. They are gaining independence in managing their personal hygiene. Children have good hand-eye coordination with increasing control of various tools such as pencils, scissors and the computer mouse.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children engage in complex and cooperative imaginative play, developing their own ideas and scenarios. They enjoy learning through their senses. They manipulate different materials, media and objects, and describe texture, shape and colour. Children represent their own ideas through imaginative drawings, paintings, collage and modelling.

**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**

- Review planning so that short term plans consistently identify learning objectives, organisational requirements and contain sufficient detail to clearly identify the different learning needs of both three and four year olds. They should allow for more challenging activities for more able children especially in writing and understanding of different mathematical concepts.
- Review assessment procedures to ensure consistency in evidence gathering, recording of children's skills and in identifying their future learning needs.
- Managers and staff should implement a system for monitoring the effectiveness of the pre-school's nursery education and ensure ongoing consistency in planning and assessment procedures in particular.

*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.*