



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251575

DfES Number: 519902

### INSPECTION DETAILS

|                 |              |
|-----------------|--------------|
| Inspection Date | 21/06/2004   |
| Inspector Name  | Maira Oliver |

### SETTING DETAILS

|                 |                                                                          |
|-----------------|--------------------------------------------------------------------------|
| Day Care Type   | Sessional Day Care                                                       |
| Setting Name    | Nacton & Bucklesham Under Five's                                         |
| Setting Address | The Village Hall<br>The Street, Nacton<br>Ipswich<br>Suffolk<br>IP10 0EU |

### REGISTERED PROVIDER DETAILS

|      |                                                           |
|------|-----------------------------------------------------------|
| Name | The Committee of Nacton & Bucklesham Under Five's 1050924 |
|------|-----------------------------------------------------------|

### ORGANISATION DETAILS

|         |                                                                         |
|---------|-------------------------------------------------------------------------|
| Name    | Nacton & Bucklesham Under Five's                                        |
| Address | The Village Hall<br>The Street Nacton<br>Ipswich<br>Suffolk<br>IP10 0EU |

## 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

Nacton & Bucklesham Under Five's opened in 1977. It operates from two halls within Nacton Village Hall. There is a purpose built small hall with an enclosed garden for the pre-school, and the use of a larger hall. Nacton primary school is situated directly next door. The pre-school serves the local area and is also well attended by children from surrounding towns and villages.

There are currently twenty two children on roll. This includes eleven funded three year olds and eight funded four year olds. Children attend for a variety of sessions.

The setting supports a small number of children who have special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15am until 11:45am every morning and 13:00pm until 15:10pm on a Tuesday afternoon.

Four part time staff work with the children. Over half the staff have early years qualifications to level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Nacton and Bucklesham Under Five's provides good quality care for children. Staff work directly with the children in an inviting, rich and stimulating environment. An abundance of toys and equipment give children opportunities to develop their emotional, physical, social and intellectual capabilities. High adult to child ratios ensure that children have opportunities to play in large and small groups and have individual attention when needed. Excellent use is made of the available areas and the outdoor area provides valuable opportunities for children to investigate and explore their surroundings. Relevant documentation is in place enabling staff to provide appropriate care and learning, however, some policies still mention the previous regulating body.

Staff are aware of safety issues both on and off the premises and supervision is good, ensuring children are safe and potential hazards minimised. Procedures for health and hygiene are effective and children's dietary needs are met, drinks are provided at snack time and available at other times only through requests. The children are provided with a variety of healthy snacks which encourage them to try different foods and experience a range of tastes. Staff work closely with parents and other professionals to provide quality care for all children, including those with special needs.

Staff build trusting relationships with the children and are involved in their play, extending the children's language and encouraging them to think for themselves. Children behave well and are learning to share and have consideration for others. A range of interesting and exciting activities enable children to develop a positive understanding of their own and other cultures and beliefs.

Excellent relationships are built with parents. Information is shared daily and parents are valued as the main educators of their children. Parents find the staff to be friendly and approachable enabling them to work in partnership.

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

A risk assessment was carried out and hazards such as stored electrical equipment has been removed or stored in a locked cupboard ensuring that children are safe both indoors and out.

Documentation has been improved to include policies and procedures for children who are unwell and child protection guidance has been obtained. Written parental permission has been sought and forms modified to include this. Staff are aware of policies and procedures and able to deal with them effectively when issues arise.

The outside sand is clean and covered when not in use ensuring that it does not pose a health hazard to children.

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

- A rich and stimulating outdoor area provides children with valuable play opportunities where they are free to explore their environment. Well thought out resources provide children with many opportunities for imaginative, creative and physical play as well as a garden area where they can plant, care for, and observe living things.
- Children can access a wide variety of stimulating toys and equipment and exciting activities are provided including resources from the natural world which the children can investigate. Children are confidently making choices and developing independence.
- Staff welcome the parents and value their contributions, they share information daily and keep the parents informed about the provision and their child. Parents are very happy with the standard of care and education their children receive and find the staff both friendly and approachable.

- Staff have a sound understanding of children with special needs and work closely with parents and other agencies. The group provides extra staff when needed to ensure all children are supported to take part in any activity they choose.

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

- the checking of all, and up-dating of some, policies to ensure information is in line with the National Standards
- system to ensure that all children can access fresh drinking water regardless of their ability to communicate or their level of confidence.

#### **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?

The provision for nursery education at Nacton and Bucklesham Under Five's is of high quality. Children are making very good progress towards the early learning goals in all areas of the curriculum.

The quality of teaching is very good. Learning is firmly based on play and real life experiences, play is mainly child initiated and staff support and extend the children's learning appropriately. Staff have a sound knowledge of the stepping stones and plan the program well to include a wide range of stimulating and exciting activities. Parents are involved in the new assessment records which are being used to inform planning.

Staff have a working knowledge of the Code of Practice and work closely with parents and other agencies, observing, recording and supporting all children to take part in the activities.

Leadership and management is very good. Staff work as an effective team, each understanding their individual roles and responsibilities. Staff work directly with the children and management ensures all adults, including volunteers and parents, know what is expected of them during the sessions. Management monitor and evaluate the provision and are aware of the group's strengths, and areas that need improvement. They have identified that staff do not have enough paid time to evaluate activities and complete observations as thoroughly as they would like.

Partnership with parents is very good. Parents have many opportunities to become involved in their child's learning at pre-school. Parents receive information about the curriculum in a variety of ways, including being encouraged to take part in the sessions.

### What is being done well?

- Children are able to access a range of exciting and enjoyable activities where they can explore and investigate the world around them. Children enjoy planting, watering and feeding plants, they have opportunities to see established vegetable gardens and talk to gardeners.
- Opportunities for children to develop their creative skills are excellent. Children use their imagination both in role-play and art and craft activities. They happily explore a range of media such as sand, soil, compost, pasta, drift wood and sea-weed etc.
- The staff and other adults know their roles and responsibilities and work directly with the children. They promote a safe and secure environment where children can initiate their own play and learn from real life experiences.
- Parents are effectively involved in their child's learning at pre-school in a

number of ways. Parents are invited to meetings to learn about the curriculum and to open mornings where they talk about their child's progress. Parents are involved in assessment records, they complete their part which is used to help to plan for their child's next step.

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

- a time manageable daily system for evaluating, assessing and planning
- more consistent coverage of mathematical problems including simple addition and subtraction

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

The group were asked to foster the four-year-olds writing skills. This has been achieved by encouraging children to write their own names on their work, through activities such as making cards, and most effectively through incorporating writing in role play such as menus, and an office area.

The group were asked to increase four-year-olds understanding of number problems and counting, involving children in simple calculations during routines using a variety of objects. This has been addressed through role play shopping activities, cooking and counting children during circle and snack times, however, this is not consistently carried out.

The group were asked to use assessment and enable parents to contribute. The staff have introduced a new assessment scheme which is directly linked to the stepping stones. Parents are effectively involved in a number of ways such as; completing observation records, attending sessions, attending open mornings to discuss their child's progress and the introduction of children's scrap books.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are developing self help skills by pouring their own drinks and managing aprons, they take pride in their environment by helping to tidy away the toys and clean the tables. Children are polite and co-operate with each other, they are learning to share and generally behave well. Excellent opportunities for children to select their own resources and use them in all areas including outside develops their independence and confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Opportunities and resources for imaginative play provide children with excellent chances to communicate together and alone as they make up their own stories. Children are encouraged to participate in the group and speaking and listening skills are developed effectively as children chat freely with adults and other children. A love of books is effectively fostered, staff support children to make their own large books and good use is made of the home / school library.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children confidently use number for counting the children at circle time, and on the number line. Children are using mathematical language when discussing the shapes of the food at snack time and pattern making on the pavement with large brushes and water. Children use measure to compare the height of beans and build Lego towers to recreate the height. Games with dice and snakes are used to develop children's awareness of simple calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Visits within the local area provide excellent opportunities for children to foster an interest and awareness of their local environment. Learning is firmly based on practical activities and real life experiences, children freely explore their environment, caring for guinea pigs, planting and collecting natural objects. Valuable opportunities to construct both on a large and small scale give children freedom to recreate and develop their construction skills.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The excellent use of space and resources encourages children to move freely from indoors to outdoors. They climb, crawl, throw and balance with increasing skill. Children choose from a variety of tools and malleable materials, they cut, thread through the fence, use shakers, spread, pour from jugs and small shells, use large and small brushes, and mix ingredients for dough and biscuits.

| CREATIVE DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Judgement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Very Good |
| Children's creative art work is valued and displayed in the room. Displays are largely of the children's own work reflecting their own ideas and representations. A wide range of resources provides children with excellent opportunities for role play e.g. a boat, tents, play houses, animal and plant tray etc. Children were enjoying making up stories, inspired by the topics and resources. Children enjoy making sounds on the instruments they had made, they sing happily alone and in the large group. |           |

**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 significant weaknesses to report but consideration should be given to improving the following:
- continue to develop a manageable system for evaluating, assessing and planning
- more consistent coverage of simple addition and subtraction during play and daily routines such as snack time

*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.*