



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY234862

DfES Number: 548107

### INSPECTION DETAILS

Inspection Date 05/10/2004  
Inspector Name Mary Gilbert

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Gunton Pre-School  
Setting Address St Benedicts Church  
Hollingsworth Road  
Lowestoft  
Suffolk  
NR32 4AX

### REGISTERED PROVIDER DETAILS

Name The Committee of Gunton Pre-School

### ORGANISATION DETAILS

Name Gunton Pre-School  
Address St Benedicts Church  
Hollingsworth Road  
Lowestoft  
Suffolk  
NR32 4AX

## 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

Gunton Pre-School opened in September 2002. It operates from St. Benedicts Church Hollingsworth Rd, Lowestoft. They use the main church building and small side room for the children, together with an outdoor area. The Pre-School serves the local area.

There are currently 22 children on roll. This includes 11 funded three year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs and will support those who have English as an additional language.

The group opens 5 days a week during term time. Sessions are from 9.15 until 11.45 followed by a lunch club until 12.30.

Five part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The group are members of the Pre-school Learning Alliance.

### How good is the Day Care?

Gunton Pre-School provides unsatisfactory care for children. The staff are adequately qualified and work as a team to provide a framework of care for the children. However their knowledge and implementation of the National Standards is poor leading to some weaknesses in ensuring all regulatory procedures are in place. The space used for the children is sufficient and the use of a smaller room for some activities provides opportunities for children to work in different groupings.

Formal risk assessments are not done on a regular basis. Fire drills do not take place regularly. Although healthy snacks are provided regularly there is a need to provide access to drinking water at all times. Staff are insufficiently informed as to specific dietary needs. Children are encouraged to follow basic hygiene practises.

There is a lack of understanding of individual needs of children and the SEN procedures are not yet fully implemented. There is a basic understanding of child protection issues and staff are aware of the need to log any issues. However there is not an incident book available to log all incidents.

There is a range of planned activities. However these are limited and resources to support all areas of learning are poor. Observation of children's learning is not systematic and parents are not kept sufficiently informed as to their children's progress.

Parents are welcomed into the setting by staff and there is some information given as to activities taking place. The committee are committed to improving the setting and are actively seeking support and advice from all relevant bodies.

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

Not applicable

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

- The use of the large and small room to develop different groupings
- The staff are all qualified to an appropriate level.
- The snacks provided are healthy and nutritious.
- Children are encouraged to develop basic hygiene routines.

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

- the knowledge and understanding of the national standards to ensure they are met;
- the operational plan to show how space and resources can be used;
- the planning and observation of activities;
- the safety and security procedures;
- resources to meet all area of development, including reflecting positive images of culture, ethnicity, gender and disability;
- the procedures for SEN;
- documentation to ensure it meets all regulations.

#### **Outcome of the inspection**

Unsatisfactory

## 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
13	Provide clear strategies and procedures in the policy as to what should happen if a member of staff or volunteer is accused of abuse.	26/11/2004
11	Ensure staff are able to effectively manage a wide range of children's behaviour in a way that promotes their welfare and development.	26/11/2004
1	Produce an action plan which shows how the person in charge will gain a clear understanding of the National Standards and how they will be implemented in the setting.	26/11/2004
3	Provide an action plan to show how children will be provided with activities, play opportunities and first hand experience for all areas of development.	26/11/2004
6	Develop staff awareness of health and safety issues and put in place effective risk assessments.	26/11/2004
7	Review procedures and arrangements for the care of a sick child awaiting collection.	26/11/2004
8	Ensure drinking water is available and accessible at all times.	26/11/2004
8	Ensure staff are aware of specific dietary requirements and food allergies.	26/11/2004
10	Develop staff awareness of the code of practice, and develop an understanding of individual children's needs.	26/11/2004
14	Ensure all regulatory documentation is in place. This refers to:- the register to show staff present, and times of children's arrival and departure; procedure for lost and uncollected children; fire procedures to include fire log and drill.	26/11/2004

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

### How effective is the nursery education?

The quality of teaching is poor. Staff list activities and resources but lack understanding of what children are expected to learn from them. Many activities are adult directed, leaving children too few opportunities to develop their own ideas. As a result children drift between activities and the behaviour of some deteriorates. Long term plans are not yet in place and medium term plans are produced showing some overall learning objectives. However, short term plans are not clearly linked to the stepping stones or the early learning goals to reach them. Staff's understanding of these is limited. Plans are not evaluated or linked to next steps of learning. Currently there is no written observation of children's learning taking place. Although step by step books are being introduced these are not linked in any way to planning.

Children are not regularly questioned and challenged. Previous learning is not effectively built on. There are limited opportunities for children to ask questions, talk about their work or use their own initiative and independence to develop ideas.

Leadership and management is poor. The chairman of the committee is aware of the need to further develop areas of weakness. However the day to day management of the setting is not sufficiently focused to ensure these areas of development are being met. Staff have job descriptions and appraisals have taken place. A high level of support has been given by the support teacher. There is no internal effective system for monitoring the quality of teaching.

The partnership with parents and carers does not contribute to children's progress towards the early learning goals. Currently there is no information for parents about the educational provision. Staff have not developed useful ways to encourage parents to be involved in their children's learning. There are no planned opportunities to extend parents knowledge and understanding of the Foundation Stage or share assessment records.

### What is being done well?

- Staff are kind, considerate and welcoming to parents and children and work together as a team.
- The committee are very supportive of the staff and are putting into place all documentation and policies and staff appraisal system.
- Staff and committee are seeking support and advice from the early years partnership.
- All staff have completed or are attending relevant early years training to a minimum of level 2.

**What needs to be improved?**

- knowledge and understanding of the early learning goals and the stepping stones to reach them;
- planning procedures to ensure all areas of learning are effectively taught;
- effective observation and assessment procedures;
- communication and questioning skills;
- involvement of parents in their children's education;
- children's skills in exploration and problem solving;
- day to day management of the setting to ensure strengths and weaknesses are identified.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Poor

Children move from one activity to another, but unless they are directly working with adults their behaviour deteriorates which hinders effective learning. Limited planning lacks specifics to meet all the requirements. PSED is not clearly identified in plans. Independence is not sufficiently encouraged.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Insufficient detail is given to developing children's listening and speaking skills. Ineffective questioning limits the development of children's thinking skills. A range of books is available for children to access. However without specific staff interaction children do not use books effectively. There is no planned or consistent approach to the development of writing or the linking of sounds and letters. Some children recognise their own names from the use of name cards.

### MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children are introduced to numbers through songs and rhymes. However there is a failure to extend children's understanding of number through daily practical activities e.g. snack time, date, number present. Few opportunities are developed to extend children's mathematical vocabulary and daily planned activities related to maths limits children's mathematical development.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

There has been insufficient attention given to ensure all areas of learning are covered. Limited use is made of the local environment and few activities are provided for children to investigate and explore using their senses. There is no evidence that children are given opportunities to find out about the cultures and beliefs of others. There are no opportunities for children to extend their understanding of IT due to a lack of resources.

### PHYSICAL DEVELOPMENT

Judgement: Poor

There is insufficient use of the indoor and outdoor space to increase children's physical skills. The activities provided lack stimulation. There is a need to ensure all clusters are planned for and include opportunities for using a variety of small and large equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Poor
------------	------

Children use a restricted range of media and materials. Few opportunities are provided for children to develop their own ideas in role play, drawing or painting. Children are given opportunity to play musical instruments and sing a range of songs from memory.

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is unacceptable. Children are making poor progress towards the early learning goals.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure day to day management of the session provides an overall structure to that enables all children to make progress in the six areas of learning
- develop the knowledge of all staff around planning, observation and assessment and ensure these are clearly linked to the early learning goals and stepping stones to reach them
- provide opportunities for staff to develop their communication and questioning skills around affective teaching strategies that enable children to progress at their own pace
- identify and provide resources needed to ensure that children can effectively access covering all early learning goals and stepping stones
- involve parents with children's learning through the foundation stage incorporating development records
- develop the existing provision for children to explore, investigate and problem solve across all areas of the curriculum, both indoors and outdoors.

*The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for 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.*