



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 650168

DfES Number: 518906

### INSPECTION DETAILS

Inspection Date 12/01/2004  
Inspector Name Janette Elaina Langford

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woodham Mortimer Preschool  
Setting Address Village Hall  
Post Office Road, Woodham Mortimer  
Maldon  
Essex  
CM9 6SX

### REGISTERED PROVIDER DETAILS

Name The Committee of Woodham Mortimer Preschool 1060521

### ORGANISATION DETAILS

Name Woodham Mortimer Preschool  
Address Village Hall  
Post Office Road, Woodham Mortimer  
Maldon  
Essex  
CM9 6SX

## 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

Woodham Mortimer Pre-school opened in 1977. It operates from a village hall in Woodham Mortimer near Maldon Essex. The pre-school mainly serves the local areas.

There are currently 47 children from 2 to 5 years on roll. This includes 23 funded three year olds and 12 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children who speak English as an additional language but there are no children currently attending with special needs.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:15 Monday, Tuesday, Thursday and Friday mornings and from 09:00 to 11:30 on Wednesday morning. The group opens Tuesday and Thursday afternoons from 12:15 until 14:45.

Eight part time and two full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Woodham Mortimer Pre-school provides a good standard of care for children. The experienced, hard working staff together with a willing committee and enthusiastic supervisor, provide an organised and high quality service. Staff are committed to ongoing training to keep up to date with current child care issues. The premises are welcoming, clean and well maintained and furnished and equipped well. Documents including records, policies and procedures are well kept although some are not entirely consistent with the National Standards.

Risk assessments ensure that hazards to children are minimised and children can play in safety and comfort. Good attention is paid to health and hygiene practices

and children are encouraged to eat healthy and nutritious snacks. Staff have high expectations of children's behaviour and they respond very well to this. The environment promotes the children's awareness of our similarities and differences and the activities provided encourage children to respect different cultures.

Staff meet the children's needs by providing stimulating and exciting activities in a caring environment. Children feel safe to explore what is available and to ask staff for help. Staff recognise that some children have special needs and appropriate strategies are in place to support them. Child protection policies and procedures are consistent with the Area Child Protection Committee and staff are aware of their responsibilities.

Staff work in partnership with parents to ensure they are kept informed of their children's welfare and development. A prospectus introduces them to the policies and procedures, encouraging them to look at the fuller policies. Newsletters and notice boards inform parents of general information and events taking place at the pre-school. Information displayed around the room informs parents of the activities offered.

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

At the last inspection the registered person was asked to ensure that the complaints policy included Ofsted's address and telephone number. They were also asked to devise an action plan to ensure the requirements regarding staffing qualifications were met. Both these issues have been addressed.

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

- Organisation of the setting is good. Staff are aware of their roles and responsibilities and the supervisor and committee address any issues arising ensuring the sessions run smoothly.
- The pre-school environment offers a wide range of resources to help children appreciate our similarities and differences. Posters and books relating to cultures and festivals, homes and families, are displayed around the hall.
- Children's behaviour is very good. Children share and take turns, help each other and are polite. Some children say 'excuse me' when they want to speak to an adult.

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

- the information contained in the policies and procedures to be consistent with the National Standards. (This refers to the complaints policy, lost or uncollected child policy, and parental consent for seeking emergency treatment)

**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
14	review policies and procedures to ensure they are consistent with the National Standards (this refers to the complaints policy, lost or uncollected child policy and parental consent for seeking emergency treatment)

## 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 Woodham Mortimer Pre-school is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff use open questioning to make children think and they use many activities and opportunities to extend children's learning across the curriculum. Staff provide a rich learning environment and children are encouraged to progress at their own level. Staff work directly with the children, often in small groups. Planning is linked to the stepping stones and is evaluated effectively. Progress records are kept and staff are beginning to include observations made of the children.

The supervisor and committee work closely together to provide a high quality setting. The supervisor liaises closely with her staff through daily discussions and staff meetings to ensure they receive all up-to-date information. The supervisor and staff are fully committed to improving the care and education for all children. They monitor and evaluate the provision, bringing knowledge gained from training, and liaising with the Early Years Development and Childcare Partnership and Pre-school Learning Alliance, as well as other child care settings in the area.

Regular newsletters together with lots of information relating to the curriculum and activities provided, ensure parents are well informed about what their children learn. Parents are invited to open days where they can discuss their children's progress towards the early learning goals. Parents are encouraged to share information about their children with the staff.

### What is being done well?

- The way in which staff offer children opportunities to expand their knowledge across the curriculum is excellent. For example, a planned creative activity linked to the Chinese New Year covered many areas of learning, including mathematical development, exploration of texture, language development, hand eye co-ordination, as well as knowledge and understanding of the world.
- Children are provided with purposeful opportunities throughout the session to reinforce their understanding of calculation. For example, during snack time staff constantly ask how many are left, how many are there now, and discuss concepts of more and less.
- Staff provide extensive opportunities for children to develop their understanding of positional language. When children are in a line, they discuss who is at the front, who is behind, who is in the middle. In other activities they talk about whether objects are on top, underneath, up high,

down low.

**What needs to be improved?**

- the system of recording observations so that information is used consistently

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

Woodham Mortimer Pre-school has made very good progress since the last inspection. The setting has given due attention to group size and adult deployment particularly in role play areas and at circle time. This has improved the opportunities for learning and listening.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen learners and show interest in the activities provided. They are beginning to persevere for extended periods of time at their work and practise their new skills. When help is needed, children willingly approach staff. They have confidence to stand up for their own rights and behave well. Children enjoy challenges and actively participate in developmentally appropriate tasks such as leading a group or helping at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They use language to organise their ideas about real and imaginary events as they play. Some children are beginning to use complex sentences and extensive vocabulary. They are showing interest in books and enjoy listening to stories, anticipating what will happen next. There are frequent opportunities for children to develop their mark making and writing skills. Some children are beginning to recognise letters in their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with numbers as labels and for counting and regularly practise these skills through purposeful activities. Most are able to understand simple concepts of adding and taking away and are able to see where this can be used. Simple calculation is included throughout the session in counting songs and rhymes, at snack time and during many other activities. Children have opportunities to learn about shape space and measure through daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to learn about nature through examining natural objects, growing things and regular nature walks. Staff provide meaningful activities to develop children's awareness of other cultures and beliefs. They sample foods, listen to music from other countries and celebrate festivals. Children can remember and talk about their homes and families and significant events in their lives.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

There are daily opportunities for children to develop their physical skills. They are competent at manoeuvring cars and bikes and enjoy jumping and running. They are developing good hand-eye co-ordination skills and can use simple tools to affect changes to materials such as play dough. Children learn about healthy practices and are encouraged to be aware of their own personal needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Frequent opportunities are provided for children to explore their creativity through printing, painting, collage and junk modelling. Children use musical instruments regularly, sometimes to represent everyday sounds. They are encouraged to listen to and discuss different types of music. Children enjoy using their imagination in the role play area, using dressing up clothes and props, and also acting out well loved stories told by adults.

**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 the system of recording observations so that the information is used consistently

*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.*