

# Appendix E



## Local Joint Committee APPLICATION FORM

PLEASE CONTACT YOUR LOCAL COMMUNITY REGENERATION OFFICER FOR HELP AND SUPPORT IN COMPLETING YOUR APPLICATION - CONTACT DETAILS AT THE END OF THE FORM

PLEASE STATE THE LOCAL JOINT COMMITTEE YOU ARE APPLYING TO:	Loton		
1. PROJECT TITLE:	Outside Canopy in Play Area		
2. LOCATION OF PROJECT ACTIVITY:	Wattlesborough Village Hall.		
3. PROJECT START DATE:	ASAP - AS soon as Funds Secured	4. COMPLETION DATE:	
5. APPLICANT DETAILS			
Name of Organisation or Group	Little Oaks Pre-School		
Name of Key Contact			
Contact Address			
Postcode			
Telephone			
Email			
6. TYPE OF ORGANISATION:	Pre-School		
7. REGISTERED CHARITY/CO NO.:			
8. VAT NO.:			

### 9. BANK ACCOUNT DETAILS

Bank Name	
Bank Address	
Bank Account Name	
Bank Account No.	
Bank Sort Code	

### 10. PROJECT DESCRIPTION

*Include the overall purpose and aims of the project and the main activities.*

We would like to purchase a canopy to be situated in the outside play area adjacent to the pre-school room. The canopy is a metal structure with a uPVC covering on the top.

It will provide a sheltered area within the outside play area for the children to play in all weather conditions.

It will provide shelter in bad weather conditions and also shade from the sun.

**11. NEED AND DEMAND:**

What is the evidence that justifies the project activities? To what extent is the project needed? Detail any consultation you have undertaken. What is the scale of demand for the project activities? Does demand vary across the area of benefit, or by different groups of people?

New guidelines for pre-schools which were introduced last year mean that we as a pre-school need to provide our children with the opportunity to choose outdoor play at all times. Our recent Ofsted report gave us a satisfactory result and we would like to improve this by enhancing our facilities. The canopy will also be of use to many of the other groups who use the Village hall including a Mothers + Toddlers group, beavers + cubs.

**12. ADDED VALUE**

In what ways will the project be additional to what is already being done?

We have less than 30 children enrolled at the pre-school and last year the parents and staff raised over £3,000. We are using this money to purchase some more outside play equipment and to maintain existing equipment. We are also purchasing some new computer equipment and radio controlled toys to provide the children with a full range of activities as required in our Ofsted recommendations.

**13. FINANCIAL INFORMATION:**

please complete the table on the next page, giving as much detail as possible on the costs and funding required for your project activity.

**14. APPLICANT CERTIFICATION:**

I am applying on behalf of my organisation to the Local Joint Committee for financial assistance. I confirm that the information supplied above is correct to the best of my knowledge and enclose the Minutes from the meeting that approved the bid / letter of support from the Chairman of the group / organisation.

SIGNATURE: S. Bewin

POSITION: Secretary - Little Oaks Pre-School DATE: 10.9.09

**FINANCIAL INFORMATION: to be completed by all applicants**

<b>Project Costs:</b> List anticipated items of expenditure below	£	
copy as per quote.	5,340-00	
<b>TOTAL PROJECT COSTS</b>	<b>5,340-00</b>	
<b>Project Funding:</b> List anticipated project income or grant funding including any contributions in kind	£	<b>Confirm status of funding</b> eg: Secured/unconfirmed/ applied for etc
Existing fundraising	340-00	
<b>TOTAL PROJECT FUNDING</b>	<b>340-00</b>	
<b>Please confirm how much funding you are seeking from the Local Joint Committee?</b>	<b>£5,000</b>	

Depending on budget pressures the Local Joint Committee may need to consider a reduced offer of funding. Please describe what the impact on your project activity would be if less funding were available.

We would be grateful of any funding available but if the offer is drastically reduced then we would have to put the project on hold until more fundraising could be done.

## — Little Oaks Nursery

Inspection report for early years provision

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**Unique reference number** EY246106  
**Inspection date** 07/05/2009  
**Inspector** Mary Anne Henderson

**Setting address** Wattlesborough Community Centre, Wattlesborough,  
Shrewsbury, Shropshire, SY5 9EA

**Telephone number** 01743 884076

**Email** ~~donnamarie.davies@yahoo.co.uk~~ ← Sharon Fellows

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group).

- The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Little Oaks Nursery opened in 2002. It is a charitable organisation run by a management committee and operates from a local village hall, situated in Wattlesborough near Shrewsbury. There is an enclosed outdoor play area. The nursery serves the surrounding area.

- The nursery is registered on the Early Years Register. There are currently 27 children from two to five years on roll. Children attend for a variety of sessions. The nursery supports children with special needs and those children who speak English as an additional language. The nursery opens Mondays, Tuesdays and Thursdays from 09:00 to 15:00 during school term-time only. Sessions include a lunch club for the children. A holiday club is offered during school holidays, subject to demand.

Five staff are employed to work with the children, all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the effectiveness of the early years provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. Positive relationships between the staff and parents are fostered. This ensures inclusion and that the individual needs of every child is identified and met. Indoor and outdoor areas provide a range of opportunities for the children to learn and develop. The systems in place to monitor and evaluate the provision and the capacity to make further improvement is sound.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- include parents, staff and the committee in the self-evaluation process
- include parents in the identification of children's starting points across all areas of learning
- use observations to plan for children's next steps in all areas of their learning
- foster children's interest in information communication technology, providing a range of suitable equipment such as a computer and remote controlled toys.

## **The leadership and management of the early years provision**

The leadership and management of the pre-school is satisfactory. Staff provide a warm and caring environment for children and their parents. Staff work closely with parents, carers and other providers of the EYFS to ensure the needs of all children are identified and met. The systems in place to monitor and evaluate the

quality of the provision are sound. However, committee members, staff and parents are not yet meaningfully included in the process. Improvements made since the last inspection ensures children's welfare and safety are maintained at all times. The capacity to make further improvement is sound.

The staff undertake observations on the children as they play. However, the observations have not yet been fully utilised to plan for children's next steps in all areas of their learning and development. Staff ensure children's safety and welfare at all times. The risk assessment procedures in place includes areas, equipment, toys and all outings involving the children. The children are protected because staff are aware of the safeguarding procedures to be followed. The hygiene procedures ensure children's welfare is maintained.

The partnerships with parents are sound. Parents have free access to their child's learning and development files which provides them with updated information about their child's observations and ongoing progression. However, parents have not yet been effectively included in the identification of their child's starting points across all areas of learning. Parents have free access to the setting's policies and procedures.

## **The quality and standards of the early years provision**

Children find out about their environment, identifying features and noticing the natural world. They enjoy filling the watering can and sprinkling water over the daisies and dandelions they find in the outdoor play area. They also like to dig for worms and look around for woodlice. Children also find out about their environment through visitors to the setting such as the tractor driver, who shows them how the farm tractor works. Other visitors to the setting include fire officers and police officers who talk to the children about what they do and how the children can keep themselves safe. This promotes children's understanding of personal safety. Children's understanding of personal safety is further fostered as they are involved in the fire evacuation procedures of the setting.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy using the large and small equipment in the outdoor play area to extend their climbing and balancing skills. They also enjoy riding their trikes around and playing imaginatively with their peers. Children of all ages are becoming increasingly competent with tools. Younger children like to use the glue sticks during creative activities and older more able children enjoy hammering pins into cork boards. Children have a sound regard for one another and the adults around them. They are well behaved, confident and have a sound sense of self-esteem. Children's sense of belonging is fostered because their art work and photographs are displayed in the play areas for them and their parents to enjoy. Children enjoy their independent learning. They help themselves to the resources which are low reach and well labelled so they can make informed choices about what they want to do. Children explore colour, texture, shape and form in two and three dimensions. They cut card and tissue paper and mix paints to make pictures and collages to display on the walls or take home to show their family.



The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They know they need to wash the germs off their hands before they eat. They also learn about the importance of physical activity on their body and why they need to eat healthy foods. Parents provide for their child's lunches. The children are provided with healthy snacks such as apples and bananas. During snack times, the children learn to count. They count the children at the table and work out how many times the banana must be sliced to ensure everyone has a piece. Children's problem solving skills are extended as they play in the outdoor play areas. For example, they explore and notice which toys do or do not float in the water tray.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of toys that reflect positive images of diversity. This includes playing with dolls and dressing up in saris and Chinese clothing during role play activities. Children also look at books depicting positive images of people with disabilities. The children are beginning to explore festivals. For example, during Diwali, the children make lanterns and during Chinese New Year, the children enjoy having a go at eating noodles using chopsticks.

During imaginary play, the children enjoy using the toy telephones and tills. However, children's learning with regard to information communication technology is more limited because they do not have effective access to computers or remote controlled toys, thereby possibly hindering this area of their learning and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

— The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

D K Hall Installations Ltd,  
38 Warwick Road,  
Macclesfield, SK11 8SZ  
Tel/Fax: 01625 616143 Mob: 07717670101  
derek.hall@pocca.co.uk www.inside2outside.co.uk

**Inside2Outside**

*pocca*

Our ref: DKH8260  
27 August 2009

Mrs Samantha Benniman  
Little Oaks Pre School  
c/o Yockleton Post Office  
4 Yockleton  
Shrewsbury  
Shropshire  
SY5 9PN

Dear Samantha

**OUTDOOR COVERED CURRICULUM AREAS**

It was a pleasure to meet you at your Pre School yesterday to discuss your requirements for a permanent outdoor covered area. I am pleased to provide a quotation for the supply of 'qube' structures for the area requested as follows:

Qube canopies are manufactured from a corrosion free aluminium frame and supports to which a membrane roof is attached and held under tension to provide a strong and light structure. Roofs are available in three shapes (peak, dome or apex) and a range of colours. Qube Canopies are guaranteed against faulty workmanship or materials for 10 (ten) years.

**Scope of Supply**

We discussed a bespoke canopy to fit between the brick pillars outside the French doors to the Pre School.

One bespoke pocca canopy 4.0 metres x 4.0 metres. Standard white roof (peak, dome or apex) and blue, powder coated frame (colour to match existing paintwork). Price includes flashing to building. £4,100.00\*

\*Autumn sale offer price, valid on orders received between 10<sup>th</sup> September and 31<sup>st</sup> October 2009. Normal retail price £4515.00

Two leg pads each @ £50.00 (Colour tbc)	Free of charge
<del>Optional white PVCu double glazing (toughened glass) to two sides.</del>	<del>£3,300.00</del>
Delivery to site	£300.00
Installation	£940.00

Where ground works are required to our standard specification, these are normally included at no additional charge.

Inside2Outside is a trading name of D K Hall Installations Ltd.\*  
D K Hall Installations Ltd is registered in England No. 6466308. VAT No 93 0072 70.  
Registered Office: 38 Warwick Road, Macclesfield, Cheshire, SK11 8SZ.



\*All contracts, guarantees & insurances in the name of Derek Hall Windows will be honoured.

D K Hall Installations Ltd,  
38 Warwick Road,  
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Tel/Fax: 01625 615143 Mob: 07717670101  
derek.hall@pocca.co.uk www.inside2outside.co.uk

**Inside<sup>2</sup>Outside**

We can confirm that we only use our own installation teams. This ensures complete quality control for the entire process from the moment you place your order right through to completion.

We will ensure that the working area will be tidied and left in a safe condition.

**Delivery** – 6 -8 weeks from receipt of confirmed order and deposit.

### Local Schools

We have more than 800 canopy installations in Schools, Nurseries, Colleges, Play Schools etc.

Recent canopy installations include –

Over St John Church of England Primary – CW7 2LU

North Cheshire Jewish Primary School – SK8 4NZ

Knowsley Southern Primary Support Centre – L25 9QE

Lane End Primary School – SK8 7AL

Blundellsands Kindergarten – L23 6TF

I trust that this quotation is acceptable to you. If you would like to discuss this in more detail or if you have any further queries, please do not hesitate to contact me.

Yours sincerely



pp Derek Hall  
[derek.hall@pocca.co.uk](mailto:derek.hall@pocca.co.uk)

*This quotation is valid for 6 months, is ex-VAT and is subject to our terms and conditions of hire or sale. E&OE. Payment terms are 50% deposit to confirm the order, with the balance due in cleared funds prior to dispatch, unless by prior written arrangement. Delivery date to be confirmed (approximately 6 weeks from receipt of deposit). Please send written order of confirmation and date required. All goods and services supplied by D K Hall Installations Ltd remain the property of D K Hall Installations Ltd. until such time as all invoices are paid in full.*

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## 4.1 Play and Exploration

Children's play reflects their wide ranging and varied interests and preoccupations. **In their play children learn at their highest level.** Play with peers is important for children's development.

### Adult involvement

- Play comes naturally and spontaneously to most children, though some need adult support.
- Practitioners plan and resource a challenging environment where children's play can be supported and extended.
- Practitioners can extend and develop children's language and communication in their play through sensitive observation and appropriate intervention.
- Practitioners always intervene in play if it is racist, sexist or in any way offensive, unsafe, violent or bullying.



### Learning through experience

- Children have to experience play physically and emotionally.
- Children may play alone or with others.
- In their play children use the experiences they have and extend them to build up ideas, concepts and skills.
- While playing children can express fears and re-live anxious experiences. They can try things out, solve problems and be creative and can take risks and use trial and error to find things out.

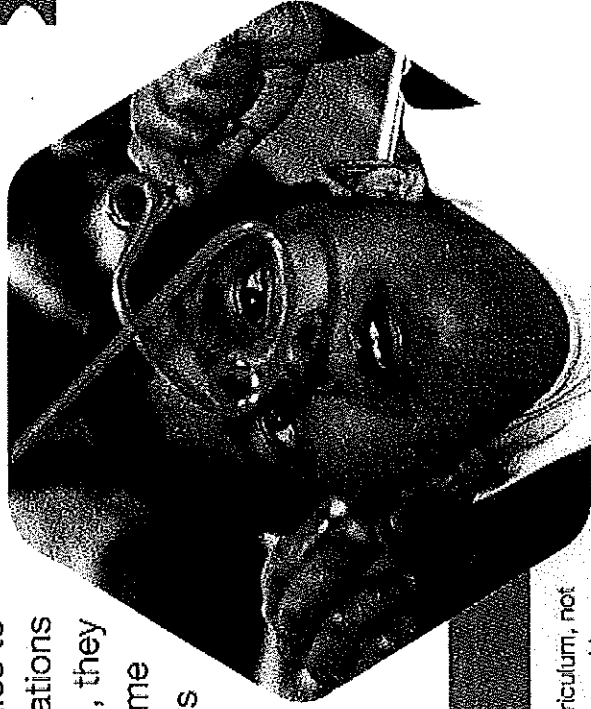
### Contexts for learning

- Children need plenty of space and time to play, both outdoors and indoors.
- Children who are allowed to play with resources and equipment before using them to solve a problem are more likely to solve the problem successfully.
- Making dens and dressing-up are an integral part of children's play and they don't require expensive resources.
- Role-play areas allow children to take on and rehearse new and familiar roles.

## 4.3 Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they **discover connections** and come to new and better understandings and ways of doing things.

Adult support in this process enhances their ability to **think critically and ask questions**.



### Making connections

- Being creative involves the whole curriculum, not just the arts. It is not necessarily about making an end-product such as a picture, song or play.
- Children will more easily make connections between things they've learned if the environment encourages them to do so. For example, they need to be able to fetch materials easily and to be able to move them from one place to another.
- Effective practitioners value each child's culture and help them to make connections between experiences at home, the setting and the wider community.
- It is difficult for children to make creative connections in learning when colouring in a worksheet or making a Diwali card just like everyone else's.

### Transforming understanding

- New connections help to transform our understanding but this can often be a long process.
- For example, children may need to run, jump and walk through puddles many times to check out what happens. In this way they begin to understand more about the effect of force on water (KJW). They learn how to stay steady on their feet on a slippery surface (PD). They might create a little dance about splashing (CD) or say a rhyme such as 'Doctor Foster' (CLL).
- Effective practitioners record the processes that children go through. This will help everyone to see how the children's thinking is developing. Both children and adults can then talk about the learning that has taken place.

### Sustained shared thinking

- In the most effective settings practitioners support and challenge children's thinking by getting involved in the thinking process with them.
- Sustained shared thinking involves the adult being aware of the children's interests and understandings and the adult and children working together to develop an idea or skill.
- Sustained shared thinking can only happen when there are responsive trusting relationships between adults and children.
- The adult shows genuine interest, offers encouragement, clarifies ideas and asks open questions. This supports and extends the children's thinking and helps children to make connections in learning.

## 3.3 The Learning Environment

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in **secure and safe**, yet **challenging**, indoor and outdoor spaces.



### The emotional environment

- The emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone.
- Adults need to empathise with children and support their emotions.
- When children feel confident in the environment they are willing to try things out, knowing that effort is valued.
- When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they are feeling.

### The outdoor environment

- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

### The indoor environment

- The indoor environment provides a safe, secure yet challenging space for children.
- For some children, the indoor environment is like a second 'home', providing a place for activity, rest, eating and sleeping.
- The indoor environment contains resources which are appropriate, well maintained and accessible for all children.
- Indoor spaces are planned so that they can be used flexibly and an appropriate range of activities is provided.