



Feoffment Pre School

Inspection report for early years provision

Unique Reference Number	251481
Inspection date	29 March 2006
Inspector	Deborah Kerry
Setting Address	Bridewell Lane, Bury St. Edmunds, Suffolk, IP33 1RE
Telephone number	01284 705353
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Registered person	Feoffment Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Feoffment Pre-School is situated on Guildhall Feoffment Primary School grounds, in Bury St Edmunds. It takes place in a separate unit which is shared with the Skylarks Out of School Club. Part of the adjacent dining hall is used at times when there are over 16 children. A maximum of 26 children may attend at any one time. The pre-school has two sessions a day, from 9:00 - 11:30 and from 12:45 - 15:15, each week day during term time. The pre-school has use of the play ground in the primary

school grounds.

There are currently 75 children aged from 2 years 9 months to age 5 years on roll. Of these 67 children receive funding for nursery education. The pre-school receives children from Bury St. Edmunds and the surrounding areas. The pre-school currently supports a number of children with special needs and also supports children who speak English as an additional language. The pre-school is a committee-run group, with the head teacher as the chairperson.

The pre-school employs five staff. Four of the staff including the manager hold appropriate early years qualifications. One staff member is due to start working toward a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about keeping healthy through a variety of topics on fruit and healthy eating. Children develop their understanding about personal hygiene well through the daily routine and by washing their hands before snack time and after using the toilet. There are clear, effective procedures in place for hygiene around cleaning that promotes the good health of children.

Children's need for exercise is promoted well through a range of activities inside; and through using large equipment in the outside play area. The book area has cushions for children who want to sit and rest or look at books quietly.

Children's health and dietary needs are promoted well as any allergy or dietary requirements they may have is recorded and parents wishes are respected. All new parents are asked about the snack and if it is suitable for their child to eat when they come for a trial visit. Children are provided with a range of foods at snack time to promote their health. These vary depending on the time of year.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure, all visitors ring the bell for access and staff use the spy glass so they can see who they are letting into the building, promoting children's safety. The outside play area is checked before children access to ensure that the gates are locked preventing children leaving and also protects them from unknown adults. Children can access the toilets independently and are learning to keep themselves safe as staff regularly check the area, any spills are cleaned up and children are reminded to be extra careful as the floor is slippery.

There are risk assessment in place for all areas and the equipment, these are completed each term, with an action plan on any hazards found so risks to children

and staff are minimised. The emergency evacuation procedures in place are practised regularly with children to ensure their safety is given priority. All essential safety equipment is in place. For example, fire guards and a lock on the front doors ensures children's safety is promoted.

All staff have completed training on child protection and are aware of what to do if they have concerns for a child. There are clear, written procedures to follow with a designated staff member to refer concerns to if needed, this ensures children's welfare is given priority.

Helping children achieve well and enjoy what they do

The provision is good.

There is a range of resources and activities available for children, that provides them with a broad and balanced range of learning opportunities, that are suited to their age and stage of development. Children's independence is supported well by staff, as they are encouraged to do things for themselves. They are learning to concentrate and attempt new activities that challenges them and boosts their confidence and self esteem. However, planning for children under three has not yet been fully developed to ensure that the developmental needs of children in this age group are met.

Nursery Education.

Teaching and Learning is good.

All of the staff are involved with the planning, regular meetings are held where children's progress is discussed and used for future planning, to ensure all children can make progress in their learning. The staff have a good understanding of Foundation Stage, four of the staff have undertaken training on the Foundation Stage, and this is shared with other staff. In practice staff use appropriate methods and set challenges for children. However, these are not clear in written plans. The short term planning covers all the six areas of learning. However, it is not clearly linked to the stepping stones or early learning goals, the learning objective has not been identified and they do not show how they are adapted for the children's different abilities.

The long term plans cover a two year period, this helps with planning for the resources that are needed for the activities that they provide. Staff use effective questioning techniques that encourages children's thinking skills and they have developed good relationships with the children. Staff work directly with the children, giving support when needed and the layout of resources enables children to see what activities are available. Children's records are clearly linked to the stepping stones and early learning goals. The children's key workers undertake regular observations on children which are then recorded so staff know where children are in their learning, however, they do not show the children's next step.

Children play well together and have formed good relationships with staff and other children. They are polite to each other and are developing their independence as they are able to wash their own hands. There is lots of discussion and interaction at

circle time between staff and children to promote their communication and language skills. Children's understanding of sounds and letters is promoted at snack time, as they recognise the letter sounds in their own names. They know how to use books correctly and are encouraged to write their own names on their work, some children are able to do this independently and less able children are supported by staff.

Children's understanding on problem solving is developed when the register is taken as all the children are counted and an overhead projector is used to add and subtract the shapes that are shown. Children use binoculars and a magnifying glass as they play 'hunt the dinosaur' and the use of tape recorders, telephones and calculators in writing area develops children's knowledge on technology. Children learn about time and place through the routine of session and by discussing what they are going to do in the afternoon. Topics on different world celebrations develops children's understanding of other cultures and beliefs.

Children's physical development is promoted well using outside play area, they are able to change direction and stop when using bikes. By threading, using scissors and the use of sand and play dough tools, helps to develop children's small physical skills and their hand eye co-ordination. Children are learning about bodily awareness, as they take their coats off after running around outside as they get too hot.

Children are provided with a range of materials for their art and craftwork, they do finger and string painting, collage and play with sand to freely express their ideas. Children's imagination is given free range through singing songs and listening to music that is played, they also make up stories that they record then play back to listen to how their voices sound and to what they have said.

Helping children make a positive contribution

The provision is good.

All children are welcomed. Children's understanding of the wider world is developed through celebrating different world festivals, the resources available and through tasting food from other countries develops children's understanding of the wider world. The pre-school's inclusive practice welcomes children with additional needs and they are supported by staff who have undertaken additional training to ensure all children's needs can be met. All staff have a calm and consistent attitude to behaviour management, staff discuss the rules about sharing and taking turns so children are aware of what is expected of them and they behave well. This ensures that children's spiritual, moral, cultural and social development is fostered appropriately.

Partnership with parents and carers is good.

The pre-school involve parents in their children's learning through regular newsletters, they complete the 'all about me booklet' so staff know children's starting point in their learning. Parents are invited to join the committee and attend the annual general meeting and are kept informed of their children's progress, through open days, coffee mornings, evenings and at weekends where activities are set out, with explanations, so parents know how their children make progress in their

learning. They are also given information on the Foundation Stage, the six areas of learning and the early learning goals.

Organisation

The organisation is good.

All staff are checked and the effective induction procedures that are in place, ensures staff know their roles and responsibilities in supporting children's development. Most of the staff have undertaken appropriate training in early years and the high staff ratio allows the staff to give children lots of support with their progress.

The pre-school has clear aims and objectives for children's learning and they have completed the 'quality Kitemark' scheme to show their dedication to improving their practise and the learning environment for children. All the necessary policies and documentation is in place. The layout of resources and equipment is well organised so children can move around freely and safely.

Leadership and Management is good.

The staff are effectively deployed around room at the different activities and work directly with children during the sessions so they are able to make progress in their development. The pre-school have implemented an action plan and have identified areas for improvement. The pre-school has regular staff meetings, where all of the staff are involved with future planning for children's learning. They have also developed good links with primary school and receive support with planning from the reception teacher. when children move on to school their assessment records go with them.

Overall, the children's needs are met.

Improvements since the last inspection

At the last inspection the pre-school were asked to develop the operational plan, with regard to policies on sick children, behaviour management and complaints. These have been amended. There is now a policy on procedures the pre-school would take if children become unwell whilst attending the session. The behaviour management policy now contains details about bullying and there are clear procedures for staff to follow and the complaints policy now includes Ofsted contact details.

They were asked for the accident record to include parental signatures. This is now completed each time, so parents are kept fully informed about any accidents their children are involved in. They were asked to ensure that the child protection policy included procedures for staff to follow if there is an allegation of abuse made against a member of staff. There are now clear procedures for this included in the policy to ensure children's welfare is given priority.

The setting were asked to provide children with more opportunities for children to make their own music and to explore how sounds change. The staff have attended

courses on music and the planning has been changed to include more music sessions to provide children with more opportunities to make music and explore sounds and how they change. They asked to involve more parents and staff on the committee to enable it to be more representative of the group. There have been three parents and two members of staff who have joined the committee so that parents are better represented and involved in the management of the setting.

The setting were asked to provide parents with information about the early learning goals and for them to be more involved with their children's assessment records. The pre-school now has regular 'open day' sessions at various times, during the week and at weekends through out the year, so that all parents have an opportunity to attend these. There is a video and information on the Foundation stage and early learning goals. Their children's records are available for them to view and they can add to these if they wish. There is also opportunities for them to see activities that their children do, so they know how they are learning and make progress toward the early learning goals.

They were also asked to develop the planning, particularly the long term plans and for children's progress records to be used when planning future activities. The staff have now attended training on planning. The long term plans are on a two year cycle and resources for activities are stored for future use. At staff meetings children's assessment records are discussed and used verbally to plan future activities.

Complaints since the last inspection

There are no complaints to report since the last inspection.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the planning and play activities for children under three using the 'Birth to three matters' framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the short term plans so the learning objective is identified, that they are clearly linked to the stepping stones and take into account the children's different abilities
- develop children's assessment records, so they show the children's next step in their learning.

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