



Frisby Pre-School

Inspection report for early years provision

Unique Reference Number 226328
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Inspector Justine Ellaway

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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Frisby Pre-School opened in 1974. It operates from the old school building in the village of Frisby-on-the-Wreake in the north of Leicestershire. The setting serves the local community and surrounding area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.10 to 12.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 24 children from 2 to 5 years on roll. Of these 13 children receive funding for nursery education. Children come from the surrounding area. The pre-school supports children with special educational needs.

There are six members of staff working with the children. One member of staff holds an appropriate early years qualifications. Two members of staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted and the risk of cross infection minimised as there is a clear written policy on the exclusion of children who are ill which is shared with parents. Children are encouraged to learn about good health and hygiene as they wash their hands and blow their nose during the session. They receive appropriate care if they are ill to ensure they are comfortable. All of the staff have a first aid qualification and permission to seek emergency medical treatment or advice has been requested to ensure children's individual needs are met in the event of an emergency.

Children are well nourished, they enjoy a healthy snack and milk or water to drink. Information is gathered from parents on children's health and dietary needs to ensure they enjoy suitable food and drink. Children's independence and social skills are sometimes encouraged at snack time. For example, they help to prepare the fruit, although they do not usually get their own cup or pour their own drink.

Children enjoy opportunities to be active, which promotes development of their physical skills, as they join in daily planned sessions. For example they ride on wheeled toys or play with balls and bean bags. More able children are not always offered challenge, particularly in the development of their large muscle development. Children are progressing well with relation to their small muscle development, they are able to participate in a range of activities and are beginning to use scissors and other equipment well. Children have opportunities to learn about their own bodies, for example, looking at how exercise affects the heart.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are keen to enter the welcoming and bright environment. They are greeted personally by staff which helps them to separate easily from their carers and enables them to feel secure within the group. The space is organised to provide different areas for activities and eating. However, on occasion children's space is restricted, for example, during circle time when they sit on the carpet. As a result children sometimes become restless. Children have access to a varied range of good quality toys and resources which promotes their independence. Regular checks of the toys and equipment ensure children can play with them safely.

Children's safety is promoted as staff undertake a daily visual check of the rooms to be used and a risk assessment has been completed. There are effective collection procedures to ensure that children do not leave unsupervised. However, the security system on the main door works intermittently which compromises children's safety. Children are beginning to develop an understanding of how to keep themselves safe through discussion with staff, although they are not always consistently reminded. Children's welfare is promoted because staff have a sound understanding of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy in the setting. They enter confidently and separate easily from their carers. They enjoy interaction with staff during the session, which ensures they are comfortable and confident. Effective questioning is usually used during play to extend children's learning and encourage them to think. Children's independence is encouraged as they are able to move freely between activities. Children's self-esteem is fostered as staff show an interest in them and their work is displayed on the wall.

Children participate in a varied range of play opportunities which promotes their emotional, physical, social and intellectual development. They are mostly engaged in play during the session. Children relate well to others and join in with their games. Staff are developing use of the 'Birth to three matters' framework to meet the needs of younger children.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff have a varied understanding of the Foundation Stage and are sometimes not clear on what the specific learning intention is for an activity. Planning covers the six areas of learning equally and identifies which early learning goal is being covered in an activity. However it does not consistently identify the different levels of ability or how an activity might be made easier or harder. There are insufficient challenges for children in some areas of learning. Whilst staff are skilled in extending activities for mathematical development and communication, language and literacy, appropriate challenges are not always set for other areas of learning. Staff appropriately use explanation and modelling to teach children new skills. A range of resources are available at each session to provide variety, although resources are not always used to their potential during activities to show children what they are learning about. Assessment systems have been developed and staff are familiar with the process, although they are not currently up to date. This means that they are not reflective of children's exact stage of development and do not therefore inform the planning.

Children show an interest in the activities provided and most will engage in play for long periods of time. They show independence when moving freely around the environment and selecting toys. Children have self-confidence and they separate from carers easily. They are beginning to make attachments to members of the group and will join in with others when playing. Children mostly behave well and listen to

instructions. They demonstrate a sense of community as they talk about their own families. Children are developing self-care skills well, for example going to the toilet, washing hands and getting their own apron independently. They have opportunities to talk about their feelings during discussion time. Children are confident to speak in front of others and are able to explain their needs. They communicate very well in the role play area, making up stories and using different voices. Children have some opportunities to link sounds and letters when writing their own name and looking at the initial letter. Some children will self-select books from the book area and they enjoy listening to stories. They practise their handwriting skills on a daily basis at the drawing and painting tables and use tools and equipment with increasing confidence. Opportunities to recognise familiar words are not frequently presented and children have occasional opportunities to write for a variety of purposes.

Children use number names accurately in play, more able children can count beyond ten. Planning shows regular opportunities for looking at patterns, size and positional language and children enjoy making patterns with everyday toys such as construction blocks. There are infrequent opportunities for children to learn about calculation. Children are developing an understanding of other cultures and beliefs through the celebration of festivals. There are suitable opportunities to explore and investigate, for example, looking at growing things. Children have regular opportunities to use junk modelling materials and play dough, although the range of tools are not always varied. There are sufficient resources so that children develop an understanding of ICT, although they are not incorporated regularly into the session. Children have opportunities to develop a sense of time through talking about the lives of people familiar to them and a sense of place through visits in the local community, for example, posting a letter.

Children have sufficient opportunities to learn about textures and colours through art and craft based activities, for example, decorating using different materials. Staff members encourage discussion about colours when children are painting. There is an appropriate range of planned opportunities to develop an awareness of sounds and songs. Children participate with enthusiasm during singing and are keen to choose their favourite song. They develop their imagination well through the role play area, which is well supported by staff interaction. However, art and craft activities are prescriptive and children tend to produce a pre-determined picture or object with little creative input.

Helping children make a positive contribution

The provision is satisfactory.

Children are personally greeted by staff as they arrive, which enables them to enter the setting and separate from their carers easily. As a result children feel valued and comfortable. They receive praise and encouragement which fosters their self-esteem. There are displays of the children's work which promotes a sense of belonging. Children with special needs receive a good level of support as staff liaise with parents and external agencies and work on individual targets. Children develop an understanding of the wider world through an appropriate range of resources and activities, including the celebration of different festivals.

Children behave well because staff members are effective role models and create a calm atmosphere. Children are developing an understanding of the rules, although they are not always consistently reminded why certain behaviour is inappropriate. Most children share and take turns and will listen well to instructions from staff. Staff on some occasions praise and encourage children during play when they are behaving well.

Children are able to make choices and take decisions, for example, what they play with and for how long. Suitable information is provided for parents in the form of a brochure and staff talk to parents about children's progress to promote consistency of care. A display of the daily activities means that parents are informed of what children are doing, and can be involved in their children's learning if they wish.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is satisfactory. Parents have access to information about the six areas of learning in the information brochure, along with examples of activities attractively displayed in a photograph album. Staff provide information on children's progress when requested and a yearly progress report is provided for parents. Systems have recently been developed to involve parents in children's learning as the setting provides information on the topic, what areas of learning are being covered and what parents can do with children at home.

Organisation

The organisation is satisfactory.

Staff ratios are maintained so that children receive appropriate support during the session. The supportive staff team work well together to provide a positive setting for children. Staff are mostly deployed effectively throughout the session. Children usually receive support on a one to one basis or in small groups, which positively impacts on their care, learning and play.

Effective induction procedures ensure that new staff receive information that is relevant to their post. Policies and procedures work in practice to promote children's health, safety and enjoyment, and staff demonstrate a sound understanding of them. Well organised staff files are maintained, however systems have yet to be established to check the suitability of new to ensure children's welfare.

Effective use is mostly made of space, time and resources to provide a positive environment for children to play and learn. However, the layout of the room means that children are not always able to concentrate during circle time and on occasion the transition between activities is not fully effective. For example, children do not always move directly from one activity to another as they have to wait for staff to set up.

Overall, children's needs are met.

The leadership and management of funded nursery education is satisfactory. The

owner has a clear vision of what the setting provides. Staff contribute to the planning of activities, although the planning is not always shared so that staff are aware what is being provided on a particular day. The setting makes effective use of external support from the Local Authority Early Years Department to support the delivery of the nursery education. Although systems have yet to be developed that allow the setting to evaluate its own strengths and areas for improvement. Monitoring and evaluation systems have not been fully established. Whilst systems have been developed to ensure that there are no gaps in teaching of the six areas of learning, they have not yet been developed to identify the gaps in children's learning.

Improvements since the last inspection

At the last care inspection the setting was asked to make sure that the premises are secure and that children are unable to leave them unsupervised. A high handle prevents children exiting from the main entrance and a locked gate on the outdoor area means that children cannot leave unsupervised. However, the alarm on the main entrance works intermittently and a recommendation has been raised. The setting was asked to maintain attendance records showing arrival and departure times for both staff and children. They are now in place to promote children's welfare. The setting was also asked to ensure that appropriate medication records are maintained. These are in place to promote children's good health when they are ill.

At the last nursery education inspection the setting was asked to develop management structures and systems to ensure staff have a shared understanding of the setting's aims and working practices. All new staff receive a thorough induction and there are regular meetings between staff. The setting has developed assessment systems so that staff can record children's progress, identify the next stage of learning, inform planning and provide information for parents. However, they are not all up to date and a further recommendation has been raised. The setting was asked to provide opportunities for play and learning to reflect diversity and encourage non-stereotypical attitudes to gender, ethnicity, religion, culture and disability. A suitable range of resources are available for children to use regularly, and the setting celebrates different festivals throughout the year. As a result children develop an understanding of the wider world.

Complaints since the last inspection

There have been no complaints made to Ofsted 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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the National Standards for under 8s day care and childminding.

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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):

- ensure that the premises are secure and that security systems are in full working order
- evaluate the organisation of the room to allow children sufficient space to engage fully in all activities, and the daily routines so that they consistently promote children's independence
- develop procedures that determine the suitability of adults to work with children.

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):

- ensure that all staff working with funded children have a sound understanding of the Foundation Stage curriculum
- ensure that observation and assessment systems clearly identify what children can do and what they need to do next and that they are used to plan activities for children that provide appropriate challenge
- develop systems to identify any gaps in children's learning.

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