



Moneyfields Pre-School

Inspection report for early years provision

Unique Reference Number	EY312742
Inspection date	13 March 2006
Inspector	Gill Moore

Setting Address	Exercise Deck, Admiral Lord Nelson School, Dundas Lane, Portsmouth, Hampshire, PO3 5XT
------------------------	---

Telephone number

E-mail

Registered person	Moneyfields Pre-School
--------------------------	------------------------

Type of inspection	Integrated
---------------------------	------------

Type of care	Full day 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?

Moneyfields Pre-School moved to its current premises in 2005. The group operates from The Exercise Deck at The Admiral Lord Nelson School in Portsmouth. It shares the premises, although the pre-school have sole use of the main hall when sessions are running. Accommodation includes one large hall, shared kitchen and toilet facilities and an enclosed outside play area. The pre-school is a community group managed by a voluntary committee and serves the local area. A maximum of 40

children may attend the group at any one time. The pre-school is open Monday to Friday during the school term. Sessions are from 09:15 to 11:45 and a lunch club is offered until 13:00 for those parents who wish to supply their child with a packed lunch.

There are currently 22 children aged 2-5 years on roll. Of these, 12 receive funding for nursery education. The pre-school welcomes children with special needs and those who speak English as an additional language, although there are currently none attending.

The pre-school employs a qualified supervisor to be responsible for the day to day management of the group. In addition, three staff work directly with children, one of whom is qualified. One practitioner is currently working towards a recognised early years qualification. The setting is a member of the pre-school learning alliance and receives support from a development worker and a range of professionals within the early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children gain an understanding of how to look after their bodies as they talk about the need to wrap themselves up warm before playing outside in the cold. Discussions and activities linked to pre-school topics help to promote children's understanding of the need to take care of their teeth, for example and eat a healthy balanced diet. Children learn to follow good personal hygiene routines as they wash their hands after using the toilet and before snacks and lunch. However arrangements for hand washing and the use of one towel does not ensure children's risk of cross infection is minimised. Children's health is well maintained because practitioners have relevant first aid training and know how to effectively deal with accidents. Detailed procedures are in place to administer medication and records are shared effectively with parents ensuring children stay healthy. Young children's physical needs are well met as practitioners work with parents to ensure consistency around nappy changing and toilet training, although records of when children are changed are not kept.

Children benefit from sharing snacks and lunches together and are well supported by practitioners who sit with them. They begin to gain an understanding of healthy eating as a variety of healthy options are provided at snack time, including a selection of fruits, bread sticks and savoury biscuits. Parents are encouraged to promote healthy eating as they are provided with suggestions of what to include in children's lunch boxes.

Children participate enthusiastically in physical activities, in- and outside on a daily basis, helping them to gain an understanding of the importance of taking regular exercise as part of maintaining a healthy lifestyle. They develop their climbing and balancing skills using a range of apparatus and show good co-ordination and spatial awareness throwing and catching balls and rolling hoops to one another. Children

ride bicycles and scooters, use a range of smaller equipment, such as the trampoline and skittles, and participate in music and movement sessions learning to move their bodies in different ways and express themselves to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn how to keep themselves safe and confidently talk about why they must not use apparatus unless the practitioner is there. They remind themselves of why it is not safe to run inside pre-school and learn how to safely turn themselves around as they reach the top of the climbing frame supported by practitioners. Children practise regular fire drills, which are recorded and evaluated, increasing their understanding of how to keep themselves safe in an emergency situation. They safely handle a range of tools, including scissors, and increase their awareness of dangers through discussions with practitioners, for example how to keep safe in the sun. Children benefit from being able to move freely and safely around the inside and outside learning environment because practitioners are vigilant about their safety. Formal and informal daily risk assessments are implemented ensuring potential hazards are removed and detailed records are maintained identifying how areas are assessed, the impact of potential dangers and how to control these.

Practitioners are highly effective in ensuring children's safety when using the toilets, as the premises are shared, and at the start and end of pre-school sessions. Secure systems are in place to ensure children leave with adults who are known to practitioners and written details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety. Children are well protected and safe guarded from harm because practitioners have a secure knowledge of their roles and responsibilities regarding protecting children in their care. They know how to implement pre-school and local child protection procedures and ensure parents are fully informed about their role with regards to child protection issues. Effective systems are in place to ensure children are protected from people who have not been vetted and procedures to record visitors, practitioners and children to and from the provision contribute to ensuring children are safe.

Children benefit from the wonderfully welcoming and inviting pre-school environment. Highly effective use is made of space by using low level furniture and screens to partition off areas within the room, for example a creative area, role play area, Maths and finding out area and a book corner, although facilities to provide children with a comfortable and relaxing area are not always available. Children have independent access to a wonderful range of play provision and resources. Effective procedures are in place to ensure furniture, equipment and resources are clean, well maintained and safe and suitable for children to use.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and confident in pre-school and know the routine on

arrival. They excitedly greet their peers and wave goodbye to their parents through the window. Younger children benefit from mixing with older ones and participate in the daily routine enjoying the many opportunities to initiate their own learning. They become competent learners as they learn to negotiate remote controlled toys and are well supported by practitioners, who help them to learn new skills in the wonderfully vibrant and stimulating learning environment. Children develop very good independence and confidence showing a strong sense of self assurance. They cuddle into practitioners to share a story and seek reassurance from practitioners confidently when they need help or support.

Children benefit from the wonderful opportunities they have to express their imagination, for example as they learn to take care of their poorly pets in the vet surgery and are introduced to the different instruments they use to help their animals to get better. They delight in using their senses to explore creativity selecting rollers and sponges to make patterns in paint and searching for hidden objects in soil. Children laugh and giggle with one another as they watch the lights flash on the lady bird and see it zoom under the screen. Practitioners are highly effective in the way they support younger children in large group activities, for example story sessions and registration time, ensuring they are fully involved and interested. Treasure baskets are used as a distraction if children become fidgety and the well planned routine enables younger children to benefit from their individual small group time, which is planned at a level suited to their needs. Practitioners are beginning to make good use of the Birth to three matters framework to plan and assess young children's progress. Their secure knowledge of child development enables them to provide a wide range of exciting and stimulating activities and experiences ensuring children build on the skills they have and develop new ones at their own rate. Young children become extremely skilful communicators, learning to solve their own problems because they have independent access to a very good range of resources, and practitioners are highly effective in the way they support and enhance children's individual learning.

Nursery education

The quality of teaching and learning is good. Children make good individual progress because teaching is rooted in a secure knowledge of the Foundation Stage and practitioners have a very clear understanding of how children learn most effectively. Children are becoming very familiar with the new daily routine and a visual time line, and discussion at large group times helps them to develop their understanding of time and a sense of belonging to the group. The routine of the session is highly effective because it provides a very good balance of adult- and child-initiated activities enabling children to learn to co-operate and work together in large and small groups as well as having many opportunities to initiate their own learning. Consequently, children develop very good speaking and listening skills as they contribute to group discussions sharing news about their weekend. They value one another's ideas and suggestions recognising that people have different views and opinions. Children's independent skills are extremely well developed as they make their own decisions about where they play and confidently select their own tools and resources.

Practitioners make very good use of children's self chosen play, routines and planned

activities to effectively question them encouraging them to think through ideas and solve their own problems. Children are encouraged to think about why the tape will not attach the boxes together as they build models from recycled materials. Effective questioning enables children to understand that the length of tape is too short and they work out that they need to cut a much longer piece. Children use very good mathematical language and develop their understanding of size, weight, shape and measure through independent access to mathematical resources as well as planned activities. They count confidently and sort different sized compare bears into sets comparing which has the most. Their understanding of size is extended as they participate enthusiastically in the story of Goldilocks and recall what size bowl, chair and bed she preferred in the story.

Children show extreme confidence in using a range of tools and materials, such as scissors, glue sticks and cutters as they decide to make models and cards and freely access a wide range of materials and textures in the creative area. They have wonderful opportunities to use their senses exploring a wide range of media, including water, sand, soil, dough, pasta and excitedly recall how their hands felt in the cold and squidgy jelly. Children's imagination is extended as they participate in role play in a variety of situations linked to pre-school topics, such as a vet surgery, hospital, travel agent and home. They use excellent vocabulary to describe their real and imagined experiences and develop their writing skills as they practise emergent writing. Children write appointments in the diary for animals to see the vet, label their own work and record their findings as they investigate a variety of objects in the finding out area. Their recognition and understanding of sounds and letters is exceptionally well promoted. Children recognise their names as they self register on arrival to pre-school, benefit from the wonderful learning environment where letters, numbers and print are displayed all around them and confidently link sounds and letters through the use of the Jolly phonics programme. More able children write recognisable letters and words and learn to form these correctly and enjoy activities where they develop their understanding of rhyme.

Children are fascinated with how things work learning to confidently use a range of information technology and delight in opportunities to develop their investigative skills and curiosity. Planned activities, such as cookery and planting cress seeds, extend children's understand of how things change and they show great interest in exploring a range of objects in the finding out area, including different types of materials, stones, shells and fir cones using mirrors. Children develop an understanding of space as they recognise numerals displayed in the individual areas means that only that number of children can play there at any time. They negotiate taking turns without the support from practitioners and the use of sand timers help children to develop their understanding of time.

Children benefit greatly from the highly effective use of space, time and resources. Teaching methods are consistently inspiring and varied motivating children to become confident, independent and autonomous learners. All practitioners are involved in the planning of activities and experiences and these are based around topics, which are broken down to explore these further on a weekly basis. Practitioners have an excellent knowledge of children's individual abilities. Continual assessment of their progress towards the early learning goals enables practitioners to identify next steps in children's learning, which help to inform planning, although

the systems to record evidence of this are not fully developed.

Children develop high levels of concentration and perseverance and relish their time at pre-school. They contribute to the planning of activities as they decide what they would like to do at group time using a picture board, for example music and movement, singing and exploring musical instruments and listening to stories on tape. They offer ideas and suggestions to group discussions, respond enthusiastically to new challenges and are fully engrossed in all aspects of the session. As a result, children make good progress and are able to achieve their potential as young learners.

Helping children make a positive contribution

The provision is good.

Children develop a very good sense of responsibility and belonging to the group. They all involve themselves in helping to pack away and this is enhanced as children are encouraged to take on roles within the pre-school, for example helping to prepare snacks. Children talk about their own and other's feelings showing concern when one child advises that her mum is not feeling very well. Discussion about the pre-school rules help children to think about why it is kind to share and take turns and how it makes them feel when children will not listen to one another. Children's behaviour is extremely good because they have a very clear understanding of what is expected from them. They display exceptional levels of confidence and self-esteem because practitioners value all positive behaviour and re-enforce this through continual praise and the awarding of certificates to celebrate achievements. Practitioners are highly effective in the way they manage children's behaviour helping them to think about why their actions are not kind and the impact this has on others.

Children are very aware of the similarities and differences between themselves and other people as this is enhanced through stories and discussion with practitioners in their play using a range of resources promoting diversity and planned activities. They gain an understanding of their local community benefiting from people visiting the pre-school, such as a fireman, and from visits in the local environment. Children post letters at the post office, watch the trains pass by under the bridge and visit a local farm as part of their topic about growth. Their understanding of the wider world is extended as they explore different countries, methods of transport and costumes. Children learn about a range of cultures and beliefs through activities linked to special events and festivals. For example, they make pancakes on Shrove Tuesday, celebrate their birthdays with their friends and try eating noodles with chopsticks and make masks and dance representing the dragon at Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

All children thrive because they are highly valued as individuals by practitioners who work with them. They are fully included in all aspects of the pre-school and effective systems are in place to support children with special needs. Practitioners have an excellent knowledge and understanding of children's individual home and family circumstances, and relationships are enhanced because of the highly effective implementation of the key worker system across the setting. Children benefit greatly

from the extremely strong relationships between practitioners and parents securing the links between home and pre-school. Effective and flexible induction and settling in procedures enable parents to share information about their child and to feel at ease in the group. Parents are well informed about the pre-school through a variety of ways, including information in the parent handbook, details displayed on the notice board and regular newsletters. They are encouraged to play an active role through the implementation of a parent rota, which has recently been introduced, becoming part of the committee, participating in fund raising events and by contributing ideas through parent questionnaires.

Partnerships with parents of children receiving nursery education are satisfactory. Parents receive information about topics and activities through regular newsletters and details about what their child is involved in on a daily basis are discussed informally and displayed on the door. Parents are welcome to look at their child's records at any time and those that help out in sessions discuss their child's progress with practitioners. However, systems to ensure parents are kept fully informed about their child's ongoing progress towards the early learning goals are not yet fully developed. Practitioners identify children's individual next steps in their learning every half term, although this information is not shared with parents, enabling them to help to support this in the home, which impacts on their abilities to fully contribute to their child's learning.

Organisation

The organisation is good.

Children benefit because the pre-school is extremely well organised and practitioners work exceptionally well as a team. The deployment of staff and the implementation of a successful key worker system enables all children to feel settled, develop a sense of self assurance and belonging to the group and build secure and trusting relationships with practitioners and their peers. Communication between the committee and practitioners is highly effective, for example through regular meetings and informal daily discussions, and ensures the pre-school runs smoothly and operational issues are addressed. Practitioners are clear about their roles and responsibilities and rigorous and robust recruitment and appointment procedures ensure all those working in the pre-school are suitable to do so. A secure induction procedure is in place enabling practitioners to be clear about what is expected of them, although systems to show how new staff are supported and monitored are not yet fully developed.

High importance is placed on monitoring and evaluating staff performance and development through the implementation of staff reviews, although this has not yet been extended to include the pre-school supervisor. Individual training plans are developed for each practitioner ensuring they regularly update and enhance their skills and knowledge, which impacts on the learning opportunities they provide for children. Practitioners have a secure understanding of the policies and procedures within the group, which are updated on a regular basis. These are implemented effectively across the pre-school to ensure children's health, safety and wellbeing and outcomes for children are successfully promoted. The setting meets the needs of the

range of children for whom it provides.

Leadership and management are good. All practitioners have a secure knowledge of how to successfully promote children's learning. Highly effective systems are in place to plan and evaluate the educational programme, and how this is delivered; although procedures to monitor the curriculum ensuring all aspects are sufficiently included and the recording of children's individual achievements are not yet fully developed. The recent introduction of peer to peer observation enables practitioners to monitor the quality of teaching and enhance the stimulating and inspirational methods used to capture children's attention and interest. Practitioner's enthusiasm and belief in their role as early educators enhances the wonderful opportunities children receive and the individual progress they make during their time at Moneyfields Pre-School.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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 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):

- improve the procedures for hand washing and develop a system to record when children's nappies are changed
- further develop the induction procedure to show how staff are supported and monitored and ensure systems to monitor performance and development are implemented for all those working in the pre-school

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 system to monitor the educational programme and the recording of children's individual progress to ensure evidence is secure and next steps for children's individual development are identified
- improve opportunities for parents to be informed about their child's ongoing progress towards the early learning goals, next steps for development and how they can support this in the home

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk