



# Ullesthorpe Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313962
<b>Inspection date</b>	13 March 2006
<b>Inspector</b>	Sally Elizabeth Lee

<b>Setting Address</b>	Main Street, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DH
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<b>Telephone number</b>	tba
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**E-mail**

<b>Registered person</b>	Ullesthorpe Playgroup
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional care
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## 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](http://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?

Ullesthorpe Pre-school opened in September 2005 and operates from a building in the grounds of Ullesthorpe Primary School. The group has use of a large playroom, children's toilets and a disabled toilet, a kitchen and office. The setting have use of the enclosed school outdoor play area. A maximum of 24 children may attend at any one time and there are currently 24 children on roll, of these 16 children receive funding for nursery education. Children come from Ullesthorpe and the surrounding

villages and rural area. The setting is open from 09:00 to 11:30 every weekday during term time and in addition from 12:30 to 15:00 on Mondays only.

There are 4 staff who work with the children, all of whom have an appropriate early years qualification. The setting receives support from the Local Authority early years teacher mentor.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because their physical, nutritional and health needs are met very well. They learn about the importance of washing their hands before eating and after using the toilet through the daily routines. Their independence is fostered by the provision of low level toilets and sinks which they can use safely. Staff are careful to ensure the environment is clean and they provide good role models for the children, ensuring they wash their hands and clean the tables before preparing the snack.

Children benefit from the healthy snack provided during the session. They enjoy the fruit, breadsticks, crackers and cheese and like to choose from the range of drinks provided. Children's individual health needs are recorded before they start at the group and staff are careful to ensure these are met. Children learn about the importance of a healthy lifestyle from the work done during carpet time as well as general discussion during snack and physical play. Displays and posters around the pre-school emphasise the importance of being active and having a healthy diet.

Children enjoy physical play opportunities both in the school playground and inside in the pre-school. They develop balance and co-ordination on the wide range of equipment for physical play which includes sturdy wheeled toys, climbing frames, slides, trampolines and a parachute. In addition children are encouraged to move imaginatively during ring games and song and rhyme sessions. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children.

Children are protected because staff are first aid trained and the first aid box is stocked appropriately. Medication administered and accidents are recorded carefully and consent to emergency medical treatment has been requested, ensuring parents are fully informed about their children's care.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a child-centred setting where they are generally safe, secure, happy and settled. The building meets the needs of the children very well. They are able to move around independently, have access to all types of play and have their care needs well met. Staff are vigilant and follow procedures which help to

minimise risks and keep children safe. However, electric sockets are not always covered within the building and an old door and some fence posts lying in the outdoor area have the potential to compromise children's safety. Risk assessments are in place and are reviewed regularly. Children learn to keep themselves safe by practising fire drills and by talking in carpet time about why they should not run inside the setting, and why they should tidy away the toys.

Children use a wide range of high quality, inviting equipment for both indoor and outdoor play. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with the appropriate safety standard. The range of resources is enhanced by regular use of the toy library. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene.

Children are further protected by the sound knowledge and understanding staff have of child protection procedures and by the clear policy in place.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting. They achieve well because staff are skilled and use their clear understanding of early years guidance, such as the 'Birth to three matters' framework and the curriculum guidance for the Foundation Stage, to provide good care and education for the children.

The children arrive happy and eager to participate. Young children make progress because staff know the children well and are sensitive to their individual needs. Close and caring relationships increase children's sense of trust and help them to settle well within the setting. Staff are very experienced and enjoy the company of the children in their care. They spend time talking to and playing with them. Early communication skills are supported through high quality adult and child interaction. Children begin to make sense of the world and express their ideas as they join in the wide range of activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy in the setting and have a very positive attitude to learning. They are motivated and work well together. They are developing good language skills and enjoy listening to books and stories. They are able to re-tell stories accurately, telling staff about 'The Three Little Pigs', a favourite story, and recalling the 'Goldilocks and the Three Bears' display they had enjoyed. They contribute eagerly to group sessions, waiting to hold 'Lennie', the soft toy, which means it is their turn to speak. They are learning to listen and to sit quietly and concentrate when appropriate. They are beginning to recognise letters and numbers and to write their own names. Children use their imagination in role-play and art and design. They enjoy being able to re-visit the focussed activity of the week, whether it is junk modelling, painting or modelling media. By revisiting these activities they learn to experiment in different ways, enhancing their skills and developing their concentration.

Staff have developed good systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Organisation of space and resources is effective and children are encouraged to develop independence in their personal self-care and in their ability to access resources. However, children have limited opportunities to play outdoors which has the potential to inhibit some children's learning. Posters and displays within the setting are mostly at adult height, which lessens the impact they have on the children. Children are learning the difference between right and wrong from the good example set by the staff and by the work done at carpet time when children talk about how they and other people feel at different times. Staff manage behaviour quietly and consistently and children learn well to share and take turns. Consequently behaviour is very good. Overall children are making good progress towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Children are able to play a full part in the setting because staff value their individuality. Children's likes, dislikes, fears and special needs are discussed and recorded before they start at pre-school and so they settle well and enjoy their time there.

Children behave very well. They benefit from the calm and consistent way staff manage behaviour. They are encouraged to share and take turns and they are learning the difference between right and wrong. They talk about how they, and other children, feel during group time and are learning to think about the consequences of their actions. Children play together harmoniously, for example, they build towers with blocks, carefully taking it in turns to put one on top of another. Staff provide good role models for the children and use praise well, rewarding children with comments such as 'fantastic cutting' or 'that is a good idea'. They have high expectations and these are followed through by the children who remind each other to say 'please' and 'thank you' at snack time.

Children have opportunities to learn about themselves as part of wider society through the good range of books and resources which have positive images of diversity, and through the celebration of a range of festivals. Visitors are welcomed into the group to widen children's learning and the RAC man is a particular favourite. All children are included in the activities and routines and children's individual needs are well met. They are encouraged to respect and value themselves and each other, and this approach fosters children's spiritual, moral, social and cultural development.

The good partnership with parents which has been developed contributes significantly to the children's well-being and enriches their time at the setting. Children benefit because parents receive regular information through newsletters, parents notes and displays on the notice board. Information about children's routines, needs and interests is actively sought before care begins and parents benefit from the termly reports they receive about their child's care and achievements. They value the welcoming atmosphere and approachable staff at the setting. However, the

complaints procedure in place does not comply with current guidance and has the potential to compromise the partnership with parents and thus affect children's well-being.

## **Organisation**

The organisation is good.

Children benefit from the commitment of the staff to meeting the individual needs of the children. Staff are qualified and experienced and work very well together as a team. They are sensitive to the children and make their care and education their first priority. They are encouraged to undertake regular training and take on new initiatives such as the 'Birth to three matters' framework. Standards within the pre-school are monitored regularly by the management and committee by daily visits and reports and action plans are drawn up to develop and improve the care and education provided. There is a clear recruitment and vetting procedure in place for all staff. The quality of the leadership and management of the nursery education is good.

Staff are well organised to ensure the recommended ratios of children and staff are maintained at all times and there is a clear procedure in place to record children and staff attendance. The building has been designed and set up to allow children to develop personal independence and to give them opportunities in all areas of play and learning. Children and parents benefit from the effective key worker system in place in the pre-school.

All the legally required documentation which contributes to children's health, safety and well-being is in place and is made accessible to parents and staff. Overall the setting meets the needs of the children who attend.

## **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**

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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):

- ensure electric sockets are fitted with socket covers
- make sure the outdoor area is free from hazards
- amend the complaints procedure in line with current guidance

### 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):

- provide children with more opportunities to play outdoors
- develop the indoor area to create a more stimulating, child-centred environment.

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](http://www.ofsted.gov.uk)