



ABBHEY PRE-SCHOOL

Inspection report for early years provision

Unique Reference Number	200473
Inspection date	22 March 2006
Inspector	Sally Elizabeth Lee
Setting Address	C/O PRIORS FIELD PRIMARY SCHOOL, CLINTON LANE, KENILWORTH, WARCS, CV8 1BA
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Registered person	Brigitte Nevey
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?

Abbey Pre-School opened in 1964. It operates from a temporary classroom in the grounds of Priors Field Primary School in the town of Kenilworth in Warwickshire. The pre-school serves the local area. The setting has a secure outdoor play area and has access to the school grounds. A maximum of 18 children may attend at any one time. The group is open each weekday from 09:00 to 11:30, with an optional lunch club which runs until 13:00. The pre-school operates during term times only.

There are currently 18 children from 2 to 5 years on roll. This includes 14 children who receive funding for nursery education. Children attend for a variety of sessions. The pre-school is able to support children with special educational needs and those for whom English is an additional language although there are currently no children attending.

There are 4 members of staff who work with the children, 3 of whom hold an appropriate early years qualification and the remaining staff member is due to start working towards a qualification shortly. The group is a member of the Pre-School Learning Alliance and receives support from an advisory teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because their physical, nutritional and health needs are met. They learn about the importance of washing their hands before eating their snack and after using the toilet through the daily routines. Staff are careful to ensure the environment is clean and they generally provide good role models for the children, ensuring they wash their hands and clean the tables before preparing the snack.

Children benefit from the snack provided during the session. They enjoy the fruit and biscuits, and they are encouraged to make choices by the staff who tell the children when they are going shopping. They ask them what they would like to eat for snack and what they should buy. Drinking water is available for the children to help themselves throughout the session. Children's individual health needs are recorded before they start at the group and staff are very careful to ensure these are met. Children learn about the importance of a healthy lifestyle from the project on 'All About Me' as well as general discussion during snack and physical play. Displays, books and posters around the pre-school emphasise the importance of being active and having a healthy diet, for example, the 'Active Families' poster and 'Postman Pat Gets Fat'.

Children enjoy physical play opportunities both in the outdoor play area and inside in the pre-school. They run and jump, and develop balance and co-ordination on the sound range of equipment for physical play which includes wheeled toys, climbing frames, slides, and balancing beams.

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 setting where they are generally safe, secure, happy and settled. The building meets the needs of the children and 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 carefully follow procedures which help to minimise risks and keep children safe and secure. Risk assessments are in place but are not reviewed regularly, which has the potential to impact on safety. 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 sound range of equipment for both indoor and outdoor play. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene and children are encouraged to tell staff if they notice a broken or dirty toy. However, toys are not always well organised and some boxes of resources become muddled and unattractive which reduces their effectiveness as a resource. 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.

Children are protected by the sound knowledge and understanding staff have of child protection procedures and by the policy in place. However, the child protection policy does not include the procedure to be followed in the event of an allegation being made against a member of staff which has the potential to put children at risk.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting. They achieve well because staff use their developing understanding of early years guidance, such as the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, to provide satisfactory care and education.

The children arrive happy and eager to participate. Young children make progress because staff are sensitive to their individual needs and are experienced in caring for this age group. Although activities are not planned or adapted especially for the younger children, they are able to participate in all the play opportunities available for the funded children.

Nursery Education

The quality of teaching and learning is satisfactory. Children are happy in the setting and have a positive attitude to learning. They are motivated and are learning to work well together with adult support. They are developing good language skills, for example, they describe cornflour dough as 'gooey' and being 'like snow'. They learn new words and use them well, telling me that the plant in the book was a 'cactus' and that it grows in the 'desert'. They enjoy listening to stories and contribute confidently in group sessions. They are beginning to make marks and to recognise and write their own names, and sometimes those of other children. Some children can recognise numbers and can count to ten, but daily activities and routines are not used well to develop children's understanding of mathematics which limits their

understanding in this area. Children enjoy learning about the world in which they live, and like to feed the birds on the table in the garden and watch the birds come to eat the food. They learn about change by planting and growing and going for 'wellie walks' in the school nature area.

Staff use appropriate systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. However, parts of the sessions are not well organised and time spent on getting out and putting away equipment detracts from the children's enjoyment. During these times children become bored and disruptive. Opportunities for children to use their imagination in art and design are limited. During adult-led activities children are not encouraged to experiment with colour, texture, shape and form. For example, children were sticking cotton wool on to cut-out cardboard lambs then asked to choose an 'eye' from the box held by the member of staff. These weaknesses have the potential to limit children's enjoyment and development. Children enjoy role play, for example the A-frames and beam became a boat and a jungle. They are beginning to use technology to support their learning. Overall children are making satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children feel welcome and are able to play a full part in the setting. Staff take time talking to parents before children start at pre-school to find out about children's individual needs, likes, dislikes and routines and they work closely with parents to ensure those needs are met.

Children are learning about feelings from the work done in the 'All About Me' topic and from the posters and books on display. They have made strong friendships within the group and relate well to staff. However, they are still learning to share and to take turns, and staff do not always intervene appropriately or challenge when children disagree or display unkind behaviour. Noise levels then become higher and staff resort to raising their voices which does not help children's understanding of acceptable behaviour.

Children have opportunities to learn about themselves as part of wider society through the sound range of resources which have positive images of diversity, and through the celebration of a range of festivals. Visitors and parents are encouraged to come into the group to talk to the children about their lives and work. All children are included in the activities and day to day life of the nursery and children's individual needs are met. Overall children's spiritual, moral, social and cultural development is fostered.

A strong partnership with parents and carers throughout the pre-school contributes to children's well-being. Information about children's routines, needs and interests is actively sought before care begins. Staff ensure parents are informed about their children's care and achievements through verbal feedback and regular newsletters. Parents are very positive about the setting and their children benefit because they feel confident and able to approach staff to discuss any concerns, or to talk about

their child's daily care and achievements. However, the complaints procedure does not comply with current guidance which has the potential to compromise this relationship.

Organisation

The organisation is satisfactory.

Children benefit from the experience of the staff and their commitment to meeting the needs of the children. Staff are encouraged to undertake regular training and standards within the pre-school are monitored regularly by management although there is no clear development plan for nursery education. There is a recruitment and vetting procedure in place for all staff and the registered partnership has an understanding of their role and responsibilities. Leadership and management of the nursery education is satisfactory.

All the legally required documentation which contributes to children's health, safety and well-being is kept efficiently and confidentially. The sound range of policies and procedures are easily accessible to parents and staff members. Overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the group was asked to obtain consent to emergency medical treatment and to amend policies to include younger children. Children benefit because this has been done.

Staff were asked to develop their knowledge and understanding of the Foundation Stage for children's learning and they have done this through working closely with the reception class teacher. They were also asked to develop planning and assessments systems and these are now underway. There has been limited improvement on the balance between adult and child led activities with some activities still very much adult designed and led. Children's independence is not encouraged in selecting resources and materials. Limited progress has been made in these two areas, with the potential to hinder children's learning, and they have been raised again at this inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004. 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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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):

- manage children's behaviour in a way which promotes their welfare and development
- include in the child protection policy the procedure to be followed in the event of an allegation being made against a member of staff
- 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):

- improve the organisation of space, staff, time and resources to create a more child-friendly environment
- encourage child-initiated activities and develop children's independence in selecting materials and resources
- develop the use of mathematics in daily activities and routines.

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