



The Centre Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY315224
Inspection date	16 March 2006
Inspector	Janet Butlin
Setting Address	St Paul's Church Hall, Devon Square, Newton Abbot, Devon, TQ12 2HH
Telephone number	07814954804 (mob)
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Registered person	The Centre Pre-School Ltd
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?

The Centre Pre-School is privately managed and is accommodated in a church hall, situated in a residential and business area in the centre of Newton Abbot. Although long established, the group has been under its current registration since 2005 and is registered to care for up to 26 children aged from 2 to 5 years. The group runs from 09.30 to 12.00 on Tuesdays to Fridays. Children may stay for a lunch time session until 13.15. At present there are 34 children enrolled, 21 of whom are 3 and 4 years

old and in receipt of funding. The group supports children who have special educational needs, there are no children for whom English is an additional language. A staff of 10 support the provision, 4 of whom are qualified to the equivalent of NVQ level 3. The group receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a very clean environment where good hygiene is observed. They learn to wash their hands before eating and after using the toilet. The water they use to wash their hands in after painting and craft is frequently changed and they use paper towels which continues the good hygiene practice. Children are protected from infection as sick or infectious children are requested not to attend. Children usually receive good care when they are ill or injured as most staff are qualified in first aid and there are good procedures for recording accidents and medication. However, their safety is undermined as parents have not given written consent for the seeking of emergency medical advice or treatment. This impacts on staff's ability to respond swiftly in an emergency.

Children enjoy healthy snacks and good emphasis is given to promoting fruit and vegetables. Children access drinks whenever they want one from a frequently replenished jug of water and clean cups. This ensures they remain well hydrated. They eat packed lunches which are appropriately stored to ensure they remain wholesome.

Children develop their large muscles effectively by using balancing and climbing apparatus, moving to music and exploring the outdoor spaces. They have a good awareness of space and benefit from the health giving properties of the fresh air on a daily basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a light and spacious hall. They have well organised areas for their active play as well as quieter areas where they can rest or look at a book. They play safely in a secure outdoor courtyard.

Children use an excellent range of good quality toys and equipment, all of which is clean and in very good condition. The group ensure that the resources are set out in good time for the children's arrival and they can reach their toys and playthings easily.

Children are kept safe as staff are vigilant and use thorough risk assessments to reduce potential hazards, for example ensuring that children are kept safe from other users of the building. Children's safety is very well promoted as staff keep an

accurate record of the times of attendance of children and staff. This ensures that it is always possible to tell who is on the premises. Children are also confident in the evacuation procedure as this process is practised and recorded frequently.

Children's safety is further underpinned by the staff's secure understanding of the child protection procedure.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time in the group and play well with their friends at worthwhile and stimulating activities. They settle comfortably and are cared for sensitively by very caring staff. Young children become skilful communicators as they negotiate with their playmates and work co-operatively at puzzles. They also become competent learners, swiftly working out why things happen and making connections about similarities which help them to order and sort puzzle pieces. The group have an awareness of Birth to three matters and although not using it specifically in their planning adjust their plans effectively to accommodate the needs of younger children.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. Staff have a good understanding of the Foundation Stage and use effective teaching methods, such as giving clear explanations. They use effective questioning which enables children to think and work things out, helping them to make progress. However, it is not clear from assessments whether they receive sufficient challenge to make their progress even further. The children are eager and enthusiastic and have excellent attitudes to learning. They explore all the available activities with interest, asking questions to extend their understanding. Children develop their confidence as they become skilled at their activities, for example completing a puzzle. Their self-esteem builds visibly as they begin to describe what they can see about them and point out their own achievements. Children work well alone, for example constructing a train track, or cooperate well with their playmates as they develop role-play and initiate board games.

Children are lively communicators and enjoy well presented whole group story times. They sometimes attempt to write their names, but opportunities to freely make marks for a variety of purposes, for example making notes in role-play, are limited. Children develop very good mathematical understanding as they count, order and sort in a variety of situations. They learn about shapes and respond well to encouragement to think about concepts of more or less. Good use is made of the gardens and courtyard to help children learn about the changing seasons and observe the changes that happen to frogspawn and ice. They construct and make models from a variety of materials. Exploration of various festivals and visitors who come to the setting, such as guide dogs and nurses, help children to understand about the wider world. Children develop their small muscles effectively as they manipulate pleasant, pliable and large amounts of play dough. They handle tiny puzzle pieces which also extend their small muscle skills. Children enjoy the process of being creative as they

explore the feel and texture of paint between their fingers and sing familiar songs most tunefully. They develop extensive imaginative role-play and are particularly keen to dress up.

Plans show that a good variety of activities are provided over the course of a term which cover all the areas of learning. However, the plans lack helpful detail regarding meeting individual children's learning needs. At present, assessments are not used effectively to help the planning and to build on what the children already know and can do.

Helping children make a positive contribution

The provision is good.

Children's individual needs are known and respected. All children feel valued within the setting and staff take care to be sensitive to personal circumstances and feelings. Children with special needs receive good support and staff who work in this area of care make good use of local supportive agencies to enhance the care they provide. Children are confident and concentrate well at their chosen tasks. They are proud of their work, glowing with a sense of satisfaction as they point out their recent achievements, such as a model house they have made. They learn about cultural diversity in meaningful situations. For example, discovering aspects of another culture's language, food and customs as well as exploring features of their own neighbourhood. Children's spiritual, moral, social and cultural development is fostered.

Children are polite, well behaved and considerate to one another. Although some become a little restless at times when they have to wait, they usually share well and follow the agreed codes of the setting. They say please and thank you and also say 'excuse me' when they want to enter a conversation. They absorb the positive role-modelling of the staff who treat them with immense respect.

There is a good partnership with parents. Children are cared for in accordance with their parents' wishes and parents receive helpful information regarding the setting and the activities their children will be enjoying. Children benefit from the way their parents are warmly welcomed into the setting and encouraged to be involved in their child's learning by staying for as long as they want. Parents learn about their child's progress largely through informal discussion, although they are able to view the assessment file if they wish. At present these files contain limited, helpful, information regarding the next steps for individual children's progress.

Organisation

The organisation is good.

Children play in a well organised environment where all persons caring for the children are suitable to do so and are enthusiastic and caring. The staff are keen to continually improve their practice by attending supportive training which enhances the experiences of the children. The setting meets the needs of the range of children

for whom it provides.

All regulatory documentation and systems are securely established, although every consent is not in place to support health care. The group organises the available space extremely well and makes generally good use of time. However, some of the times when children are grouped together lack pace and as a result some children occasionally become a little restless. For example, the start of the day and hand-washing time before snack.

Leadership and management of the nursery education is good. The staff get together regularly to monitor how the planned programme is proceeding and have identified that the assessment system requires development and improvement. They have made a good start at implementing this improvement by seeking guidance from the local authority.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Ofsted have received no complaints 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.

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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):

- obtain written consent, from parents, for the seeking of emergency medical advice or treatment and consider ways of improving the organisation of whole-group activities, such as hand washing time

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 assessments are used effectively to plan the next steps in the children's learning and help them to progress

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