



# Crestwood Community Preschool

Inspection report for early years provision

<b>Unique Reference Number</b>	109941
<b>Inspection date</b>	27 April 2006
<b>Inspector</b>	Alison Jane Kaplonek
<b>Setting Address</b>	Shakespeare Road, Eastleigh, Hampshire, SO50 4FZ
<b>Telephone number</b>	07957 790317
<b>E-mail</b>	
<b>Registered person</b>	Crestwood Preschool
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Crestwood Preschool has been open since 1986. It operates from the community hall within Crestwood School in Shakespeare Road, Boyatt Wood, Eastleigh. The group have the use of the hall, kitchen, and toilets. There is a choice of two enclosed hard surface outdoor areas. This is a committee run group. Children who attend with special needs or for whom English is a second language are supported in the group. There are five morning sessions from Monday- Friday 09:15-12:15 and four afternoon

sessions Monday, Wednesday, Thursday and Friday 12:30-15:00.

There are 10 members of staff, 3 of whom hold qualifications to National Vocational Qualification level 3 in early years and 1 who is training at present. There are 75 children on roll, all of whom are in receipt of funding for nursery education. Of the children on roll, 18 have special needs or English as an additional language.

There is a training programme in place to update and enhance staff skills. The group have a rota of parent helpers and support student childcare placements. They liaise with local schools, the Preschool Learning Alliance and the local family centre.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are encouraged to take responsibility for their own personal care and help themselves to tissues for wiping their noses. They are learning to use the toilet and washing facilities themselves, although they have to be supervised by staff as the building is shared by other adults. Their physical needs are well met because staff follow effective procedures and practices. Staff consult with parents about the children's health needs and keep appropriate records on site. Most staff have training in first aid.

Children come with their own snacks and parents are encouraged to ensure that these are nutritious and healthy, such as fruit, breadsticks or carrot sticks. Children either bring their own drinks or have milk provided by the pre-school. They can also help themselves to the jug of water available at any time. They very much enjoy the social interaction with their friends and staff during snack times.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the playground when they can access a good range of equipment which enables them to practise skills such as, climbing, scooting, peddling and catching. They develop an awareness of space and control during music and movement sessions inside the hall. They also confidently use a good range of small equipment, such as scissors, rollers and pencils to increase their manipulative skills and are gaining control and co-ordination.

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

The provision is good.

Children are well cared for in a safe, secure and welcoming environment. Good use of the available space enables them to move freely within the pre-school, confidently accessing well maintained toys and play materials. The clear use of learning areas such as the book corner and role play corner helps them to initiate their own learning. Staff are alert and reduce the risk of accidents by carrying out daily visual risk assessments on the premises and equipment. Children are protected by staff who

encourage the children to follow effective safety practices, such as not running inside the hall and walking safely to the outside play area. Children regularly practise the fire evacuation procedure, although records do not always show clearly how effective fire drills are.

Most staff have a clear understanding of child protection procedures, and the pre-school keep local child protection team telephone numbers available. However, some staff are still waiting to attend child protection training and are confused about who to talk to if they have any concerns. The staff share information about accidents and incidents with parents.

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

The provision is good.

Children are provided with a wide range of resources and practical activities which provide good learning opportunities for all, including those with special needs. Activities planned cover all areas of learning whilst allowing time for children to make choices and stimulate their own learning, for example taking part in role play or enjoying a book. Children are interested and involved and enjoy their time at pre-school. Staff are attentive, listen to what the children say and encourage them to think and recall past learning.

Nursery education.

The quality of teaching and learning is good. Children are motivated to learn by the provision of a good range of stimulating resources and activities. They are able to operate independently within the learning environment, confidently selecting new activities which support their learning across all areas. Children benefit from staff who are well deployed and provide all children with the necessary support and encouragement to enable them to take part in the full range of activities. Staff have a good understanding of how children learn and extend their learning using positive teaching and questioning. They make regular observations of children's progress and complete a record of achievement for each child. Plans cover all areas of learning and include a weekly focused activity with clear learning intentions, although they do not show how activities are to be extended for the older or more able children.

Children chatter confidently to each other and to the adults as they organise and initiate their play. They enjoy their stories and happily approach staff to request them to share a book. Children engage in a wide range of activities requiring hand-eye co-ordination, such as cutting out or hammering small pegs. They are beginning to develop pencil control when making lists during role play or when drawing. Older children are able to recognise the letters in their name when they self register.

Children take part in a wide range of games and activities to develop their number skills and many count and recognise numbers to five or more. Children use mathematical language such as heavier or lighter, bigger or smaller during planned activities. They learn about shape, size and quantity through practical activities such as cooking and playing with sand and dough. They are not often encouraged to explore the concepts of calculating or the comparison of numbers such as more than

or less than.

Children regularly explore and investigate, for example when cooking, constructing, painting or junk modelling. They talk about living things such as what lives under the sea or the life cycle of a butterfly. They use their senses to explore smells, and things they see or touch. Children use their imaginations well in numerous play situations, for example during role play, when mixing paints or designing a collage. They explore colour and texture during craft activities and enjoy experimenting with sounds at the music table. Children talk about themselves and people who help them such as fire officers, police or doctors. They are also learning about the customs and cultures of others. Children are interested in information technology and most are able to operate simple equipment such as a calculator or their favourite remote control duck.

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

The provision is good.

All children are welcomed and fully included in the routine of the pre-school. Children benefit from clear rules and routines. They respond well to the systems in place which remind them about tidying up time and raise their hands in the air to indicate that they are listening. Children who find it harder to settle are well supported by staff who know them well and encourage them to try a variety of activities. Staff regularly praise and encourage good behaviour and as a consequence children behave well.

All children are valued and their individual needs well met. They are developing their self-esteem and respect for each other, particularly during circle time when they listen and respond in a group. They learn right from wrong as staff reinforce guidelines for acceptable behaviour. Children gain an awareness of the needs of others when learning about the festivals and customs of other countries. They have access to a selection of resources which promote equality of opportunity. Children with special needs or English as an additional language are provided with extra support and have individual education plans, enabling them to take part in the wide range of activities available. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good and this has an important influence on children's wellbeing. Parents are provided with a wide range of information regarding policies and procedures in the pre-school prospectus and regular newsletters. They are able to be involved in their children's learning by joining the helpers rota and are welcome to attend any session to talk to their child's key worker.

### **Organisation**

The organisation is good.

Children are well settled and busy in the organised environment. They are cared for in secure premises where staff are appropriately checked and many are qualified. Staff work directly with the children, are very well deployed and clear about their roles and responsibilities, ensuring that children's individual needs are well met.

All essential records, such as children's details, a record of accidents and a variety of written agreements are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff know the children well and know which children are due in at each session, completing daily registers each time.

Leadership and management is good. Children benefit from organised and committed staff who have regular meetings and receive annual appraisals to identify any training needs. They continually update their skills, such as first aid, by attending short courses provided by their local authority. Staff work well as a team and staff turnover is relatively low. Good organisation coupled with a wide range of policies and procedures which are shared with both staff and parents, means that the pre-school meets the needs of the range of children for whom it provides care and education.

### **Improvements since the last inspection**

At the last inspection the pre-school were asked to ensure parents were aware of the contact details of Ofsted and to increase staff knowledge of child protection. They are now displaying the Ofsted poster which contains contact details. The supervisor has completed child protection training with the local authority but other staff are still waiting to get a place on the course. In discussion, some staff are still unclear about who to talk to if they have any concerns about the children in their care, and have a limited understanding of the need for confidentiality.

The pre-school were also asked to improve the use of children's assessments and the planning, to enable the activities to be focused correctly enabling each child to progress. The pre-school are now using the local authority, Record of achievement to make assessments of children's progress, although planning does not differentiate between activities for the younger children as opposed to the older or more able children.

Staff were also asked to increase the opportunities for children to recognise letters of the alphabet and associate them with sounds of letters. The staff help children to recognise the letters in their names on cards which they use to self register and show that they have had snack. Staff sound out letters to children when looking at their names. Games help children to learn letters and there is an alphabet chart on the wall at child height.

The pre-school were also asked to develop further opportunities for children to gain an understanding of calculating and combining two numbers and solving practical problems. Children solve some simple problems when playing board games or when using resources such as the compare bears. However, staff have found this area difficult and have not often included it in the planned activities. They have recently bought a book with activities for problem solving and will be including these activities in their planning.

### **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.

## **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):

- ensure that clear records are kept of fire drills and their effectiveness.
- continue to increase the staff's knowledge of child protection procedures, with particular regard to confidentiality.

#### **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 the planning system includes differentiation of activities to enable the older or more able children to reach their full potential.
- continue to increase the opportunities for children to gain an understanding of calculating and problem solving.

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)