



Norton Pre School

Inspection report for early years provision

Unique Reference Number	EY312532
Inspection date	05 May 2006
Inspector	Mary Gilbert
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Registered person	Norton Pre-School
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 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?

Norton Pre-school is committee run and was established in 1975. They moved to their current location in September 2005. It operates from a purpose built premises in Norton, near Bury St. Edmunds, Suffolk. Children have access to a large playroom and enclosed outdoor area.

It is registered to care for 26 children from 2 to under 5. There are currently 33 children on roll which includes 23 funded 3 and 4 year olds. The pre-school supports

children who have special educational needs. Children attend for a variety of sessions. The pre-school serves a wide area.

The pre-school is open from 09.00 until 11.45 each weekday morning during term time. It also runs a lunch club on Mondays, Tuesdays, Thursdays and Fridays from 11.45 until 13.00. There is currently one afternoon session held on Wednesdays from 12.00 until 15.15.

The pre-school employs 4 members of staff, 3 of whom have early years qualifications, and 2 are currently working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as the pre-school takes positive steps and encourages them to begin to take some responsibility in meeting their own health needs. For example, children learn about the need to clean their teeth, and are encouraged to use tissues to wipe their noses. Positive steps are taken to prevent the spread of infection. For example, by giving parents clear guidelines as to when children should be excluded. Appropriate measures taken when children are taken ill whilst in the care of the pre-school to ensure parents are informed and children's health needs met. Records are kept of accidents which take place, and medication given. However, not all records have been signed by parents which could compromise children's well-being.

Good hygiene routines are encouraged. Children are able to use the toilet independently. They learn the importance of washing their hands after using the toilet and before eating or taking part in a cooking activity. All areas of the pre-school are kept clean and there is a process in place to ensure that the cleanliness of the resources used by children is maintained.

Children enjoy varied opportunities for physical activity which enables them to develop good skills. The outside area is used throughout the session and children are able to use the wide range of equipment provided outside. There are also specific opportunities for planned exercise during the sessions. For example, children move to a variety of music.

Children are well nourished and have good opportunities to learn about healthy eating. Snack times are a social occasion and provide opportunity for children to taste a variety of fruit. Children help with setting the tables and serving which encourages their independence. They bring in their own water bottles which are clearly labelled, easily accessible and refilled as required. Staff encourage children to drink when they have been doing vigorous exercise. Should a child forget to bring in a bottle, there are spare cups available. Children bring in their own food for the lunch club, and staff work with parents to ensure this is nutritious and sufficient to their needs. Children have regular opportunities to learn about food through well planned cooking activities. Specific plans are in place to encourage children to learn about a

healthy diet. For example, they learn that some foods have a lot of sugar in them which is bad for their teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are safe, secure and suitable for their purpose. The design of the new building accommodates children in a child friendly environment. Areas have been organised to meet the needs of the children and encourage their independence. Stimulating displays in the playroom develop a child-centred atmosphere where children's achievements are valued. The outdoor area is well organised and provides a safe environment for children to move freely.

Children have access to a wide range of suitable and safe equipment both inside and out. Resources are well stored to encourage children to access them independently, and others are available should children require them. All resources are of suitable design and condition, well maintained and conform to safety standards. Staff are aware of other equipment they need and there is a rolling programme to ensure replacements can be made as required.

Children's safety is promoted because the nursery takes positive steps to minimise risks in the playroom, outside and on outings. Regular risk assessments take place and appropriate action taken should a problem be identified. Clear procedures are in place for outings and ratios maintained. There is a log of visitors from external agencies to the pre-school, but there is no record of any parents who stay to help. This could compromise safety should there be an emergency evacuation or complaint.

Children are learning to keep themselves safe because staff plan opportunities to raise their understanding through planned and incidental opportunities. For example, children learn how to use knives and scissors safely through planned activities and children are reminded why it isn't safe to climb up the slide when others are sliding down.

Children are well protected because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice. The manager is the named person for child protection and staff have regular up to date training opportunities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent and developing their self-esteem. Planned activities for all children are well-balanced. Children have their own key workers who monitor new children effectively and help them to settle. Children come in happily and settle to the provided range of activities. Staff welcome them warmly and support them well in their learning and play.

Staff have a working knowledge of the 'Birth to three matters' framework and this is incorporated within the sessional plans. This has a positive impact on the provision for the younger children.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and all contribute towards planning. Planning is detailed and ensures all aspects of each area of learning is covered. Plans are securely linked to the early learning goals and the stepping stones to reach them. Some evaluation of plans takes place, but this is not yet securely linked to the assessment taking place or planning for children's next steps of learning. Daily plans include a good balance between adult focused activities and those which are child initiated, both inside and out. Staff deployment is effectively organised to ensure children are well supported at all times.

Children are motivated to learn through access to a wide range of exciting and interesting activities. Children are becoming increasingly independent and participating effectively in the daily routines. For example, they help to maintain their environment by helping to tidy up. Children learn to think about their own feelings and those of others through listening to well-planned stories.

Children are confident in sharing their experiences and taking part in group discussions. They see a wide range of writing in the environment and are given varied opportunities to mark make through access to a good range of resources which are changed regularly. Children learn about letter sounds through interesting activities which encourage them to link sound to letters. Children choose and use books well and recognise some simple words.

Children see and use number in everyday situations. For example, they count the number of cups needed when setting the snack table. Specific planned activities extend their ability to order numbers. For example, they use flowers to develop a number line on an outside wall. Early calculation skills are introduced, for example, through the effective use of computer programmes.

Children are beginning to make sense of the world around them through first hand investigation and exploration. They have opportunities through the daily sessions. Sand and water play are offered with a variety of resources to support their learning. Children learn about the local environment. They plant seeds and watch them grow. They go for walks to find out about the local area, for example, by visiting the library. Children develop links with the local community through welcoming visitors into the pre-school, for example, the dental nurse. Planned activities encourage children to learn about other cultures and beliefs.

Children participate in a range of planned activities which encourage them to develop their physical skills. Each day there is a planned activity using malleable materials. These are varied and provide opportunities for children to access a range of tools and equipment. For example, they use pastry, clay and different coloured playdough. Equipment they use includes scissors, rollers and a variety of cutters. Other play opportunities provide children with large and small equipment to explore. For

example, outside they can access a slide, climbing frame and ride on toys.

Children are encouraged to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They can access a wide range of resources, media and materials in the creative area which encourages them to make choices when creating pictures and models. Children listen to music, and are encouraged to discuss how this might make them feel. They sing a range of songs from memory and explore sound through access to a number of instruments made of a variety of materials.

Helping children make a positive contribution

The provision is good.

Children are developing good relationships with adults and other children in a setting which works effectively with parents and carers to meet individual children's needs. Children develop a sense of belonging. They have their own labelled drawers in which to keep things they have brought in or want to take home. There are pre-school tee shirts and sweatshirts for children to wear, and they are each provided with one when they start. The equal opportunities policy is inclusive and effectively monitored to ensure all children are included and valued. Children learn to respect others, take turns and share their toys, resources and experiences.

Children learn they are part of the wider community as good links are being developed with the local community. Children go to the local school and participate in story and PE sessions with the children there. Members of a wide community were involved in the fund raising to support the building of the new premises, and invited to attend an open day to celebrate the opening of the new building.

Children's additional needs are met because staff understand and can implement the policies and procedures. They are aware of the code of practice and advice is sought from other professionals where necessary to ensure support given is effective. Staff work closely with parents to develop effective strategies and keep them fully informed.

Children understand responsible behaviour and learn about the expected boundaries because staff create an environment which encourages children to behave well. Clear explanations are given as to why some behaviour is unacceptable. Children are encouraged to co-operate together. For example, children are told that they need to take turns as it wouldn't be fair if the same child is chosen every time. Staff are good role models as they sit with the children during large group and snack times.

Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is good. Clear information is provided at registration which enables them to understand the care and education provided by the pre-school. Regular updates are provided to ensure parents are kept up to date with what is happening. Planning sheets are developed and shared with parents giving them a clear idea of what children will be learning and ways in which they can be involved. Separate plans are developed for children under 3 and children from 3

to 5. Effective displays enable parents to be aware of services available to them in the local area. Parents are invited in to share children's records.

Organisation

The organisation is good.

The organisation of the setting ensures children are well cared for by staff who are well qualified and suitable to meet the needs of the children cared for. Recruitment and vetting procedures are firmly in place to ensure any new staff appointed are suitable and the induction procedures ensure they become aware of the policies and procedures of the pre-school. Maintaining a high ratio of adults to children is a high priority and ensures children have effective support in their work and play. Staff deployment is clear and good team work is encouraged.

All records are readily available and well kept to maintain confidentiality. Parents are regularly consulted to ensure all information is relevant and up to date. The policies and procedures of the pre-school work well in practice to promote children's health, safety, enjoyment, achievement and the ability to make a positive contribution.

The leadership and management is good. the manager has a clear vision for providing high quality nursery education which enables children to make good progress. Opportunities are taken to monitor the provision through appraisals, discussions with parents and advice from other professionals. Some effective evaluation of the provision has taken place which has identified areas for development. Opportunities are identified to provide staff with professional development to enable them to keep up to date and make consistent improvement to an already good provision.

Overall, the needs of children are met.

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.

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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):

- ensure all accident and medication records are signed by parents
- ensure the record of visitors includes all who spend time 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):

- review planning procedures to identify opportunities for assessment and identify next steps for learning.

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