



All Aboard Pre-School

Inspection report for early years provision

Unique Reference Number	EY253150
Inspection date	19 May 2006
Inspector	Kate Houghton

Setting Address	70 The Ridings, Portsmouth, Hampshire, PO2 0UF
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Telephone number	07986 630515
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E-mail

Registered person	All Aboard Pre-School Ltd.
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Type of inspection	Integrated
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Type of care	Full day care, 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

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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?

All Aboard Pre-school has been registered since 2003. It is a registered Limited Company.

The pre-school is based within the Scout Hall at The Ridings, Gatcombe Park in the Hilsea area of Portsmouth. Children attend from the local and surrounding areas. The Pre-school have use of two adjoining rooms with toilet facilities provided adjacent. The Pre-school is open term time only, Monday, Tuesday, Wednesday from 09:15-

12:45 and Thursday, Friday, from 09.15 -15:15. A maximum of 24 children may attend the pre-school at any one time.

The pre-school implements the use of the Highscope method. There are currently 29 children on roll aged from two years to under five years on roll. Of these, 23 children receive funding for nursery education. The pre-school currently supports children with disabilities and a number of children who have English as an additional language. The pre-school employs 6 members of staff. All staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from healthy eating options at snack time. They enjoy frequent drinks of water throughout the session and daily portions of fruit at snack time, ensuring their health and growth needs are met. Children's individual dietary requirements are detailed, any specific requirements are known to staff and fully supported. Staff plan themes and topics to promote children's understanding of healthy eating. For example, children enjoy food tasting sessions and eating vegetables they have grown. Effective procedures are in place to promote children's good health. Children learn about the importance of hygiene and wash their hands at regular times throughout the day. Children are protected from the spread of germs because staff ensure all areas are cleaned and well maintained. Additionally sickness policies are exchanged with parents, clear information is shared and includes details on incubation periods, ensuring children are protected from illness and cross infection.

Children are protected by the arrangements in place for medical treatment and the administration of medication. Information is shared and agreed with parents to support procedures in place. Most systems are in place to ensure children enjoy safe play in the sun, however current arrangements do not include written consent from parents to agree the application of creams and lotions. Children are supported appropriately in the event of an incident or accident, details are recorded accurately and shared with parents. Regular sessions are planned for to enable children to access a varied and exciting range of physical play and exercise. For example, children learn to co-ordinate their movements and develop large motor skills when playing on equipment such as trampolines and space hoppers.

They have fun playing ball games and benefit from vigorous exercise with parachute games. Children join in enthusiastically and have a fantastic time, they laugh, giggle and squeal with delight. Children play well together and are co-operative. They follow and listen to instructions and use different objects with the parachute, enabling children to develop their skills. For example, children learn to use wafting movements to make a peacock feather fly, they also learn how to hold and move the parachute to play a game with the ball. Children are excited and request repeats of the same game, they clearly have great fun during play, ensuring development of their physical skills are promoted in all areas.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy access to warm, welcoming and bright surroundings. An exciting, varied and balanced range of toys and equipment are situated at low level and arranged for children to access easily. Resources are of good quality, well maintained and checked regularly, ensuring safe play for children. Effective measures are taken to reduce risks and minimise dangers indoors and outside. For example, procedures support safety arrangements in place and regular checks and risk assessments are undertaken, ensuring children are well cared for in safe surroundings. Children learn about safety, they practise fire drills regularly and know what to do in the event of needing to evacuate the building. Staff ensure children are protected. They know what to do should they have any concerns and are aware of signs and symptoms that may indicate abuse or neglect. Clear systems are in place to ensure the welfare of children is being cared for. Effective policies support procedures and information is exchanged with parents, ensuring they are informed and aware of the pre-schools duty and responsibility to keep children secure.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed and enjoy meaningful and trusting relationships with staff. Staff get to know children well and create an environment for children where they are able to develop their independence and gain confidence. Children are secure and at ease within their surroundings. Staff provide good levels of support and nurturing care, helping children to be happy, reassured and confident when separating from main carers. Children make choices about what they wish to do and benefit from purposeful free play activities. They are enthusiastic and given the time to explore and experiment during play. They respond excitedly to a range of activities where they can develop their skills in all areas. For example, children have fun playing with sand and water, they use different equipment as they make sand castles and fill jugs and pour water into different containers. Staff support and guide children, they are learning to identify their name and are also developing their pre-writing skills.

Children access an exciting range of materials situated within the writing area and home corner. They are beginning to make marks on paper and developing pencil control during drawing and colouring activities. Staff have regard for the Birth to Three Matters framework. Themes and topics for children are planned for and include differentiation to support the age range of children attending. Activities are evaluated and reviewed by staff and children are observed on a regular basis. Information is collected and children's achievements are transferred into their individual assessment records and used to inform future planning, thus ensuring children's individual needs are met.

Nursery Education.

The quality of teaching and learning is good. Children make sound progress towards the early learning goals because staff have a secure understanding and knowledge

of the foundation stage and of the stepping stones. The curriculum planning is in place and covers all areas of learning. The aims and objectives of key worker activities are being met and the individual needs of children are identified. Staff meet regularly, they contribute to planning and share their ideas for activities. All staff are committed and take responsibility for children's learning and progress. They exchange information and share observations that are undertaken during free play, ensuring all information is shared and staff are aware and up to date and informed of children's achievements. Staff also undertake focused observations of children during key worker groups. Information is transferred onto assessment records which clearly shows the progress children are making. Records are kept and link to the areas of learning, information is used for future planning and to build on what individual children already know and can do.

Staff provide children with a variety of activities which are planned for, prepared efficiently and resourced well, ensuring children are interested and motivated to learn. Staff engage children in conversation and respond enthusiastically to what they do and say. They are interested in what children do and regularly praise and encourage them, thus maintaining children's motivation and ensuring children develop and extend their learning in all areas. Children are developing their recognition of number. For example, they confidently count how many chairs are needed at snack time and count out how many cups they need for drinks. Children enjoy practical activities and have fun when estimating and comparing different sized groups of objects. Children are actively involved during activities and use their own ideas. They choose coloured bears, learning how to sequence and successfully create their own repeating patterns. Children are confident speakers and enjoy conversation with staff and other children. They enjoy choosing books and make choices from a varied range. They learn that print carries meaning, follow text and identify different letter sounds. For example, children talk about the sea creatures they see, they identify and pronounce the names of different fish and count how many teeth the shark has.

They look at books with each other and are excited when they find hidden pictures, clearly enjoying the experience of sharing and working together. Children are learning to write, they are encouraged to label their own work and are learning to form letters accurately. Children enjoy painting and access a range of creative play. Some children choose to paint, they proudly describe their painting and talk easily about their picture of a kangaroo hopping over a flower. Children access an extensive range of resources, freely self selecting items they need. They are enthusiastic about what they do and chatter happily between themselves as they write, draw, colour, cut out and stick pictures they have made. Children's interest in their environment is promoted. They learn about life cycles and observe the growth of tadpoles. Children also enjoy play with small world resources.

Children express a great interest and talk animatedly with staff about the size, colour and different features that insects have. Children gain an understanding and knowledge of the world around them. They access an extensive range of resources, including manmade, natural materials and electronic equipment, helping them to gain an understanding and sense of the world around them.

Displays of photographs are positioned at low level and activities promote children's

interest and understanding of where they live. For example, children look at pictures of different buildings including images of the pre-school, play parks and roads and houses situated within the community. Children make connections and talk eagerly about their family. For example, they recall experiences they have enjoyed and talk enthusiastically about watching football with their family and who their favourite football team is.

Helping children make a positive contribution

The provision is good.

Children benefit from an environment where equal opportunities are promoted. Staff obtain information from parents, ensuring children's individual needs are identified and any particular requirements for care are fully supported and acknowledged. Children are helped to learn about differences in a positive way. For example, they access a balanced range of toys and resources that reflect positive images of culture, ethnicity and disability. Additionally a range of activities, themes and topics are planned by staff to promote children's understanding of different lifestyles, cultures and beliefs. For example, children identify different countries and enjoy making flags from around the world. Children enjoy active learning opportunities and enjoy visits from the local fire service, helping them to develop an understanding and knowledge about people who help them.

The home corner is changed regularly and resourced well to facilitate and support children's play.

Children learn about the care of pets and gain from imaginative play such as pretending to be doctors or nurses when the role play area is set up as a vets or doctors surgery. Their spiritual, moral, social and cultural development, therefore, is fostered. All children are welcomed and valued as individuals. Staff ensure they are aware of any specific needs children may have and are keen to work with the parents and other agencies to ensure children experience a fully inclusive care and learning environment. Children benefit from a non-discriminatory environment. They make choices about what they wish to do and are encouraged to enjoy and achieve in all areas. Staff seek advice when needed and establish links with other professionals and agencies. Activities are adapted and developed for all children to access. They are fully supported by staff and as a result are happy, settled and contented in pre-school. Children are well behaved, co-operative and confident. They are encouraged to build positive relationships with each other and they learn to share and take turns during play. Staff use successful methods to manage behaviour. Children learn to take responsibility for their actions and actively seek help and support from staff when needing to resolve any problems. Children receive verbal praise and positive feedback, as a result they develop feelings of self-worth and positive self-image.

They learn to distinguish right from wrong because the staff use clear explanations and discussions to help children understand their actions.

Parents are warmly welcomed into the setting and have access to information, which

is displayed on the parent notice board. Parents enjoy regular newsletters, have access to policy packs and prospectus. They benefit from regular communications with staff. Daily feedback is provided to parents and includes the use of weekly written reports, ensuring they are informed and kept up-to-date about how children are developing and progress within the pre-school. Partnership with parents is valued. Effective methods are used to exchange and share information with parents. Parents are encouraged to make comments in the suggestions box and to contribute their ideas to enhance the service provided.

The partnership with parents of children who receive nursery education is good. Parents are encouraged to share knowledge and contribute information with staff about children's interests, achievements and learning, helping staff to get to know children and assess where children's starting points for learning are. Parents and carers are actively invited to attend the pre-school at anytime. They are invited to participate in activities and observe children's learning. Parents are encouraged to look at their child's assessment records and view examples of children's work at anytime. Parents are provided with information about the preschool curriculum, but limited opportunities are available for parents to obtain information about the foundation stage of learning and the early learning goals. Parents are invited to open days to meet with staff formally to discuss children's progress and achievements. Although some plans are being introduced to extend the children's learning at home, not all parents are aware of ideas and examples of information to support the children within the home environment. This limits the parents' ability to take an active role in the children's learning.

Organisation

The organisation is good.

The provision meets the range of needs of the children who attend. Space and resources are arranged well and the children enjoy comfortable and quiet areas for rest or relaxation. They are able to make independent choices because toys and equipment are arranged at low level and clearly labelled for them to access easily.

Areas are used for different activities and the children gain regular experiences of what each area has to offer. They are cared for safely, are protected and able to move around freely and confidently. Sessions are well organised and activities are planned and prepared for effectively, ensuring children enjoy exciting activities, a stimulating environment and their time at Pre-school.

Good organisation of staff means that the children benefit from consistent care in all areas. This ensures that they develop good relationships with the staff and that they settle well. Extensive policies and procedures are in place and made available to parents. Procedures are followed to ensure staff are suitable to work with children. Effective recruitment, vetting, induction procedures and training opportunities are in place to ensure children's well-being. The staff are clear about their duties and responsibilities. They have job descriptions, appraisals and support from management. They are also encouraged to share their ideas to improve the setting and are actively involved and contribute to planning. Staff are valued and committed

to their role and to the care of children attending the pre-school. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is good. The manager and staff work well together and have a commitment to developing the service of education and care that they provide. Effective strategies are in place to achieve their goals through the use of evaluation, training, working with the Early Years Development and Childcare Partnership, local schools and other professional agencies.

Improvements since the last inspection

At the last inspection the pre-school were asked to improve their safety, ensuring written plans are used to minimise risks and risk assessments are carried out on all areas of the premises accessible to children. Systems are now in place and vigilant procedures are carried out by staff on a daily basis to ensure all areas of the pre-school are checked and any identified risks are acted upon quickly and made inaccessible to children, ensuring their safety and security within the setting at all times. The pre-school were also asked to ensure individual children's progress and development is recorded and shared with parents. Children's progress and development is monitored on a regular basis. Observations are undertaken by staff and information obtained is transferred onto children's individual assessment records, ensuring information is up to date and shared with parents. Additionally parents receive an overview of how their child is developing and progressing, weekly reports are detailed and maintained by staff, ensuring information is shared with parents. Improvements have also been made to ensure records of attendance, pre-existing injuries and accidents are completed in appropriate detail. Staff maintain records appropriately, clear information is recorded and includes necessary detail to share with parents, ensuring the safety and welfare of children attending. Also improvements have been made to support procedures for accessing emergency medical advice and treatment. Written parent consent is obtained for each child attending and procedures are agreed, ensuring the safe management of children in the event of needing medical care or treatment. The pre-school was asked to improve their procedures for appointing and vetting of additional staff. The manager has developed robust systems to ensure procedures for the vetting and recruitment of staff are in place. References are requested for all applicants applying for a position in pre-school and the manager clearly aware of her duty and responsibility to ensure all staff are appropriately checked. Current procedures are in place and support systems and process's to follow, ensuring children are protected and safe. Additionally the manager verifies staff identification and views original criminal records bureau disclosures. Systems have been up dated and include procedures to support the identification of a positive police check, ensuring staff are suitable to care and work with children. Additionally all staff complete a health declaration, ensuring they are medically fit to work and care for children. The manager keeps maintains staff files, relevant information is maintained including details of staff qualifications and training accessed. This means that children are able to access a wide range of resources that are arranged for children to access independently at low level.

Nursery Education.

At the last Nursery Education inspection the pre-school were asked to increase children's independent access to resources. Effective measure have been taken by staff to improve children's independent access to resources within the pre-school. Staff have implemented the Highscope method into their planning and this reflects how areas are managed and resourced for children. All areas are clearly defined and link to the six areas of learning. Therefore, children's independence is promoted, they actively making choices and eagerly self select activities, toys and equipment from a varied and exciting range. Also recommendations were made to increase opportunities for children to practice their writing and counting skills in everyday situations. Children benefit from frequent opportunities to develop their writing skills. They enjoy free play activities in the writing area, where they have access to a varied range of writing equipment and activities to support their skills. Children handle pens, crayons and pencils. They colour, draw and label their own work.

Additionally the home corner is resourced with diaries, paper and pens. Children use resources freely, they write notes and make lists during play, ensuring opportunities to practice writing skills are extended. Children's understanding and learning of number is extended in every day situations. Children benefit from opportunities throughout the day to practice their counting skills. At snack time children count how many chairs and cups are needed for each child. They also develop number recognition during play. For example, children count how many buttons they thread. Children develop an understanding of number through play, they use the sand timer and know how many times to turn it, making sure that each child playing has an equal amount of time at each activity. Finally the pre-school were asked to increase children's access to resources which will enhance their physical development. Children have access to a varied and extensive range of resources to support their physical development. Regular sessions are provided for children to develop their physical skills and exciting activities are planned for and well resourced, ensuring children's physical skills are extended in all area. Children have a great time making choices and self selecting from an extensive range. For example, equipment such as stepping stones, quoits, floor puzzle hopscotch, climbing frames, trampolines and space hoppers are freely available for children to make choices from. Also a varied range of smaller equipment and tools are provided. For example, malleable materials, tools and construction activities promote children's small muscle skills, thus ensuring their physical skills in all areas are enhanced and developed.

Complaints 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. There are no complaints to report since the last inspection.

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 written parent consent is obtained to apply creams and lotions.

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 partnership with parents to share information about the foundation stage of learning and early learning goals and develop opportunities to share information with parents on how they can extend their child's learning at home.

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