



Dunholme Pre-School

Inspection report for early years provision

Unique Reference Number	253542
Inspection date	03 May 2006
Inspector	Melanie Arnold
Setting Address	Dunholme St Chads School, Ryland Road, Dunholme, Lincs, LN2 3NE
Telephone number	01673 866583
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Registered person	Dunholme Playgroup
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?

Dunholme Playgroup opened in 1970. It is committee run and operates from its own portakabin, which is situated in the grounds of the village primary school in Dunholme. A maximum of 18 children may attend the playgroup at any one time. The group opens each weekday during school term time. Sessions are from 09:05 until 11:35 each morning and from 12:45 until 15:15 on Mondays, Tuesdays and Wednesdays. All children share access to a secure outdoor area adjacent to the

building and the group also uses the school field and playground occasionally.

There are currently 33 children aged from two to under five years on roll. Of these 18 children receive funding for nursery education. Children come from the local area to attend the group. The playgroup currently supports children with special educational needs.

Four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The other staff member is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good hygiene practices through the daily routine, with effective procedures in place to help prevent cross infection. Children are aware of their own needs as they request to go to the toilet and they are developing good self-care skills as they independently wash their hands appropriately. Children enjoy a suitable range of snacks, like toast, raisins and biscuits, which fully meets their dietary requirements. However, children are gaining less of an understanding of the value of good nutrition because unhealthy toppings, like chocolate spread and tomato sauce, are provided for the toast. Snack time is a social occasion where children enjoy sitting together with staff, which helps to develop children's good social and communication skills.

Children enjoy physical activities both inside and out. Older children attending one afternoon a week, complete P.E activities, where they are developing good personal independence to help get them ready for school, as they are learning to change into their P.E kit themselves. These children participate in a good range of physical activities, effectively promoting their health and developing their physical skills. However, younger children's physical skills are not always fully developed as they do not consistently have access to the good range of resources outside. Children's fine manipulative skills are developing well as they skilfully use a range of small equipment and handle tools and objects with increasing control. For example, children skilfully use scissors to cut things out. They learn about the importance of health issues through topic work and activities, for example, discussing different foods which are good and bad for their teeth. Children are also becoming aware of how physical exercise affects their bodies as they request drinks after running around outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have fun playing in a well organised, secure environment. The setting is made welcoming because children's pictures are displayed on the walls, giving

children a sense of belonging and ownership. Toys and resources are well set out around the room making them instantly appealing to children, which creates an accessible, stimulating environment. Children's safety is ensured because they enjoy playing with well maintained, developmentally appropriate toys, resources and equipment. Their safety is further ensured because staff are deployed well, which enables them to effectively supervise children. Staff complete informal risk assessments on the premises and on any outings to identify potential hazards. Children are kept safe because the setting is maintained securely and because staff implement good security procedures. For example, staff monitor access to the premises and ensure children only leave with authorised people. Children's welfare is fully safeguarded because staff have a good knowledge and understanding of child protection procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time and have fun at the pre-school, where they happily arrive and are eager to participate in the good range of activities. Children show a clear awareness of the setting's routine, which helps them to feel secure and confident in their environment. Their independence and decision making skills are developing well as they access a wide range of resources. Children enjoy participating in a good range of adult led and child initiated activities, which helps to effectively promote their development in all areas. Children are beginning to develop positive relationships with their peers as they progress from playing on their own to enjoying playing together as friends. They also relate well to staff who listen and value what they are saying.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the foundation stage enabling children to make good progress in all areas of learning, with the exception of physical development, where further access to the wide range of resources will enhance children's learning. Children make progress because staff use a wide range of teaching methods to engage children's interest and keep them fully stimulated. For example, children enjoy completing activities, which are both adult led and child initiated. Children also take it in turns to take 'Bertie Bear' home, where they look after him and keep a diary of what he did while in their care. On returning to playgroup children enjoy discussing what 'Bertie' did at their house, developing children's confidence, communication and encouraging them to recall past events, effectively promoting several areas of learning and forming good links with home. Children's learning is well promoted because staff skilfully use good questioning techniques. Short, medium and long term plans are in place ensuring children receive a broad and balanced curriculum. The setting is proactive because they have identified that their short term plans contain limited information to fully ensure individual children are sufficiently challenged, therefore, a new focused activity planning sheet is in the process of being implemented. Assessments and observations are used to chart children's progress and to identify potential gaps in their learning and development. However, current systems are not fully effective, as

the setting is not taking note of children's achievements during the daily routine, where a vast amount of learning takes place.

Children are interested and motivated to learn. They are settled and confident in staffs' care, where they eagerly answer questions during group activities. Children engage in activities showing good levels of concentration. They are aware of their own needs as they independently visit the toilet when needed, or get a drink when they become thirsty. Children are beginning to form good relationships with their peer group and they are learning to share and take turns. They also relate well to staff, who they listen and respect. Children enjoy stories, where they sit and listen intently. They are beginning to link sounds and letters when doing activities and the majority of older children are able to correctly state words beginning with certain letters. Children are encouraged to regularly write their names on their pictures, with most children confidently writing their name, forming clearly recognisable letters. They also have free access to a range of writing materials to enable them to practise writing for a variety of reasons. Children's mathematical development is promoted very well during the daily routine. For example, children count how many boys are present, then how many girls are present and then the total number of children present, which helps them to learn simple calculations in a fun, informative way. During this activity they are also encouraged to correctly identify the different numerals associated with how many boys, girls and children are present. The majority of children recognise their numbers well. Children count confidently past ten, with more able children counting past twenty, showing they have a good understanding of numbers.

Children explore and investigate objects and materials using their senses. For example, when children help to make play dough they are confidently able to describe how it feels at different stages. Children's understanding of caring for living things is promoted well as they help to plant seeds, care for them and observe them grow. They build and construct with a range of materials and they enjoy making 3D junk models. Children access a generally good range of information technology equipment, which supports their learning. They are aware of a sense of time as they are able to recall and describe past events. Children enjoy exploring media and materials through planned creative activities. They sing songs from memory and request their favourites. Children have fun playing instruments and they are beginning to recognise and identify different musical sounds through simple experiments. They show good use of imagination during activities and their play.

Helping children make a positive contribution

The provision is good.

Children relate well to staff, they are happy and confident in their care. Their individual needs are effectively met because staff know children well. Children's understanding of the wider world is promoted well through planned activities and the accessibility of resources reflecting diversity. People of interest are also invited in to the setting to develop children's understanding of different jobs and their roles in society. Children with special needs are well cared for because staff work in partnership with outside agencies to effectively meet children's needs and promote their development.

Children's behaviour is good because staff act as positive role models. Their self-esteem and self-confidence is effectively promoted through the good use of praise and encouragement. Any inappropriate behaviour is dealt with according to children's age and level of understanding, with explanations always given to ensure children understand why something is not allowed. Therefore, children are beginning to learn right from wrong and their spiritual, moral, social and cultural development is fostered. Partnership with parents and carers is good for both nursery education and care. Children greatly benefit from the setting working well and forming an effective partnership with parents and carers. Parents receive good information on the settings care practices and the provision for nursery education in an informative brochure. Parents are encouraged to share what they know about their child and they are encouraged to be involved in their child's learning. For example, termly newsletters are provided for parents detailing good information on the termly theme, weekly activities, the areas of learning covered and resources parents can provide. Staff provide regular opportunities for parents to see their child's assessment record and discuss their progress. Parents learn about what their children do each day through daily exchanges of information.

Organisation

The organisation is good.

Children's needs are met through a caring environment. Space and resources are effectively organised, creating an accessible, stimulating environment. Leadership and management for nursery education are good. The supervisors are pro-active in their approach and are continually evaluating the care and nursery education they provide. For example, the supervisors are planning to re-introduce a more informative planning sheet to ensure children are effectively challenged, further benefiting children's learning. Children are protected and they receive continuity of care because good recruitment, vetting and appraisals systems are in place. They are well cared for because staff continually develop their knowledge and skills through regularly attending training courses. Children's welfare, care and learning are effectively promoted because informative policies and procedures are in place. The majority of records are completed well and stored confidentially to ensure children's well-being, although some records for individual children have yet to be fully completed. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting agreed to review policies and procedures, include a procedure for allegations against staff in the child protection policy and review staff appraisal systems. Policies and procedures are in the process of being updated and individualised to the settings practices, including a child protection policy including allegations against staff. Appraisals are now regularly carried out to ensure staffs' training needs are identified. This all contributes to the effective organisation of the setting.

At the last nursery education inspection the setting agreed to consider more, in planning and assessment, the learning which takes place in children's imaginative

and spontaneous play, review information provided for parents on children's learning and progress and review assessment systems. Although children receive a vast amount of learning during the daily routine, staff have yet to fully incorporate this information in to planning and assessments. Parents receive good information on their children's learning opportunities in the form of a newsletter and systems are now in place to ensure parents have opportunities to discuss their child's progress. Therefore, children's learning continues to be effectively promoted.

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.

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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):

- consider nutrition content of snacks provided for children
- ensure regular opportunities are provided for children to access the good range of physical resources (also links to Nursery Education)
- ensure contracts and consent forms are completed for all children.

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):

- further develop observations and assessments to fully take into account children's learning and development during the daily routine and ensure assessments are used to inform planning for individual children to make sure they are fully challenged.

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