



Clyst Valley Pre-School

Inspection report for early years provision

Unique Reference Number	105955
Inspection date	06 June 2006
Inspector	Anne Legge
Setting Address	Clyst St Mary County Primary School, Clyst St Mary, Exeter, Devon, EX5 1BG
Telephone number	07870 482459 or 01392 879539
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Registered person	Clyst Valley Pre-School Committee
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 outstanding.

WHAT SORT OF SETTING IS IT?

Clyst Valley Pre-school is a committee-run pre-school, situated in a mobile classroom in the grounds of Clyst St. Mary Primary School. The group is registered for 14 children, aged from three to five years, and is open in term-time on Monday, Wednesday and Thursday from 9:15 to 11:45 and on Tuesday and Friday from 9:45 to 15:15. One half-day session a week is reserved for four-year-olds. There are currently 25 children on roll, including 21 funded three and four year-olds. The

pre-school welcomes and supports children with learning difficulties or disabilities. It has close links with the adjoining school and receives support from the Local Authority. There are six members of staff, two of whom have appropriate child care qualifications and two are working towards qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have daily opportunities to be physically active. They use the outdoor areas to run freely, pedal, push or scoot wheeled toys, or climb and balance. They use balls and hoops, to develop their physical skills, or they dig in the sand. In poor weather, they enjoy indoor physical activities, such as moving to music. Children benefit from eating healthy snacks, including a variety of fruits. Staff ensure that they receive a good nutritional range, during the week. Most children also eat balanced meals at lunch club, and staff encourage them to eat the most nutritional items from their lunch pack first. All special dietary needs are noted and met, and children have constant access to fresh drinking water, to ensure that they have plenty of fluids.

Children are very well protected from infection. There are good systems for keeping the premises clean, and staff are meticulous in cleaning tables and the floor, before and after snacks and meals. Children learn very good hygiene routines. They wash their hands after using the toilet or playing outside, and before they eat. They learn about healthy practices, such as cleaning their teeth, as staff discuss these with them. Children's care is mainly consistent, when they are unwell or injured. Records of accidents are comprehensive, and medication records are detailed, although not always shared with parents, after administration. Three staff members have appropriate First Aid qualifications.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment, due to the staff's good understanding of all safety issues. Access to the building is carefully monitored and children's security is assured, as they are protected during sessions by locked doors and gates. Staff regularly risk assess the premises, including making daily checks, following use of the building by other groups. Children choose from a very good range of toys and resources, which are checked regularly for cleanliness or condition, so that children can use them safely. Risk assessment systems are mainly informal, and minor hazards, such as a split storage container, are occasionally overlooked. Children learn to be aware of their own safety, as staff remind them, for example, to be careful when using wheeled toys in a restricted area.

Children are safe in emergencies, as they regularly practise evacuation procedures. They are very well protected from abuse or neglect, due to the staff's clear understanding of all child protection issues and procedures, and their commitment to

ongoing training in this area.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy an excellent variety of interesting topics and activities, which effectively promote their development. Sessions are very well organised, so that children experience plenty of free play, as well as appropriate structured activities and whole-group tasks. Staff are very well deployed, to ensure that all children receive plenty of individual attention and make very good progress.

Nursery Education

The quality of teaching and learning is outstanding. Staff plan an excellent range of activities, covering the whole curriculum. They observe children's achievements and record their progress towards the early learning goals, using this information very effectively, to plan for the next steps in each child's learning. Children make excellent progress in all areas of learning, due to the staff's clear understanding of the Foundation Stage curriculum and their skilful interactions with children. They consistently use questions and discussion very effectively, to extend children's learning and develop their skills.

Children are confident, independent and enthusiastic learners. They concentrate very well at chosen and adult-led activities. They develop a love of books, as they listen to stories at pre-school and take books home to share. Able children recognise familiar words and write their own names. Children make excellent progress in their understanding of letter sounds, as they discuss the letter of the week and learn actions for each letter, regularly revising and building on their existing knowledge. They receive very good encouragement to write for different purposes, such as when making name tickets for family members. Children count in a wide range of daily routines and practical tasks, such as when making puzzles or playing games. They use and recognise numerals and shapes, regularly discussing them with staff. They develop their understanding of number patterns, as they compare groups at registration.

Children enjoy extensive opportunities to learn about the natural world, through topics such as 'Wild Animals', 'The Countryside' or 'The Sea'. They explore a wide variety of materials, including sand, paint, dough, seaweed and shells. They use computers with confidence and independence, developing their understanding of technology. Children create freely, enjoying an excellent variety of art and craft activities. For example, they make pictures of the sea and its creatures, using paint and collage, and successfully experimenting, to develop their own ideas. They extend their imaginations in role play and enjoy singing or using musical instruments. Children make excellent progress in developing control and co-ordination, as they use small equipment, such as scissors, cutters and rollers, or large equipment, such as tricycles and climbing frames. They successfully develop their skills, through well-planned activities, which meet their individual learning needs.

Helping children make a positive contribution

The provision is outstanding.

Children behave exceptionally well, as they respond to the staff's positive approach to the management of their behaviour. They are constantly engaged in purposeful activities, and they know and follow the pre-school's clear routines, encouraged by copious praise from staff. Their spiritual, moral, social and cultural development is fostered. They willingly share resources and take turns with equipment, such as tricycles. They learn to respect differences, as they celebrate a range of festivals and use excellent resources, including books, puzzles and dressing up clothes, which reflect diversity. Staff know children very well and ensure that they are all included and that their individual needs are met. Children with learning difficulties or disabilities receive excellent support and make exceptional progress.

Partnership with parents is outstanding. Parents are able to fully support their child's progress at pre-school, as they receive excellent information about the curriculum and regularly share and contribute to children's records. Effective systems are in place, to show parents how their child is making progress towards the early learning goals. Regular newsletters provide information about current topics, events and letters of the week. The prospectus includes good information about policies and procedures, most of which are comprehensive.

Organisation

The organisation is good.

Children are cared for in a child-friendly environment, where the space is used effectively, to provide an excellent variety of play experiences. They have access to a very wide range of resources, and good use is made of the outdoor area. Sessions are extremely well organised, to ensure that children enjoy an extensive variety of learning experiences, across the curriculum. Excellent staff ratios provide children with very good adult attention, and all staff are competent in successfully promoting children's development, as they play and talk with them. The pre-school meets the needs of the range of children for whom it provides.

Leadership and management are outstanding. There are very effective systems to monitor the quality of nursery education. Staff meet regularly to review topics and activities, and to plan for children's future learning. Staff appraisal systems successfully identify training needs, and all staff are committed to ongoing development of their skills and understanding.

Children's care is underpinned by all the required documentation, and policies and procedures are reviewed regularly by the committee. However, risk assessments are not fully documented, the child protection policy and complaints procedure lack some details, and records of medicines administered are not shared appropriately with parents, after administration.

Improvements since the last inspection

Since the last inspection, staff have improved children's confidentiality, by recording accidents and medication on individual forms. They have improved their partnership with parents and the consistency of children's care, by updating policies and procedures, so that most are now comprehensive. They have further improved the quality of nursery education, by identifying the learning intentions of daily routines and activities, and by regularly sharing progress information with parents, so that they can fully support their child's development.

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

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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 that children's care is always underpinned by current and comprehensive documentation, including up-to-date complaints procedures, child protection policy, and records of medication administered, which are shared appropriately with parents
- further improve children's safety, by implementing comprehensive systems for formally risk assessing the premises, equipment and activities.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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