



Ruperts Under 5's Pre-School

Inspection report for early years provision

Unique Reference Number	106022
Inspection date	06 July 2006
Inspector	Anne Legge
Setting Address	Seaton Primary School, Valley View,, Seaton, Devon, EX12 2HF
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Registered person	Ruperts Under 5's 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?

Ruperts Under Fives Pre-School has been registered since 1993. It is a sessional pre-school, providing weekday morning and afternoon sessions in term time, from 09:00 to 11:30 and from 12:30 to 15:00. The group is registered to care for up to 26 children, aged from three to five years. There are currently 54 children on roll, including 46 funded three- and four-year-olds. Most children attend two or three sessions each week, increasing to five sessions before the transition to school. Some

sessions each week are reserved for three-year-olds, and some for four-year-olds, while other sessions are for mixed age-groups. Ten staff work with the children, eight of whom have appropriate child care qualifications. The pre-school meets in a mobile classroom, located within the grounds of Seaton Primary School, and has weekly use of the school hall and playing field. The premises have their own kitchen, integral toilets and an enclosed outside play area. The pre-school is a member of the Pre-school Learning Alliance. Children with disabilities are welcomed and included. The pre-school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy daily opportunities to be physically active. They use the outdoor area to climb or slide on large equipment, ride on wheeled toys, or dig in the sand. They have regular access to the school field, for active games and obstacle courses, and they use the school hall for ball games and other physical activities. In poor weather, they enjoy music and movement sessions indoors, or use an indoor climbing frame. Children benefit from eating some healthy items, such as fruit, at snack time. However, they are also offered biscuits, and most children choose to drink squash, rather than milk or water. They have plenty of fluids, as drinking water is always available. Children's special dietary needs are known and carefully met.

Children are very well protected from infection, due to the staff's good hygiene systems. They are meticulous in cleaning surfaces before children eat, and they ensure that the kitchen and toilets are always spotless. They wear gloves when changing nappies or assisting children in the toilet. Children learn very good routines regarding hand washing, and use paper towels and liquid soap, to prevent the spread of infection. An effective sickness exclusion policy also offers appropriate protection. Children's care is mainly consistent, when they are ill or injured. Five staff have current First Aid qualifications. Records of accidents are comprehensive, but medication records are not shared appropriately with parents, after administration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in purpose-built premises, which are very safe and secure. They have plenty of space to move around and their security is assured, as the door is always locked during sessions. The outdoor area is fully enclosed by a high fence, and can only be entered from inside the building. Children choose from a good range of toys and resources, which are carefully displayed, so that they can access them easily and safely. There are good systems for checking that all toys and resources are clean and safe for children to use.

Staff have a good understanding of all safety issues. They risk assess the premises and activities, addressing any hazards immediately, so that children are protected

from harm. Children are safe on outings, as staff ratios are very high and all staff are vigilant. They are safe in emergencies, as evacuation procedures are practised regularly, so that children know the routines to follow. They are very well protected from abuse or neglect, as all staff have undertaken appropriate child protection training, and have a very clear understanding of the issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a very good range of activities, which are carefully planned to promote their development. Sessions include a good balance of free play and adult-led activities, and are thoughtfully adapted, to meet the needs of the children attending. Some sessions are for younger children, some for older children and some are for mixed age-groups. Children are confident and settled at the pre-school, and they are busily engaged in interesting activities, throughout sessions.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum and are very effective in promoting children's learning, through discussion and questions. They engage in children's play, encouraging them to think for themselves, and to develop their imagination and understanding. Staff plan interesting topics, which cover the whole curriculum. They observe children's achievements and record their progress towards the early learning goals, although current systems do not effectively track the progress of the most able children. Assessment information is used to plan for children's individual learning needs, which are usually met, although this is not consistent for the most able children, in some aspects of literacy and mathematical development.

Children make good progress overall, and the youngest children make excellent progress. They all develop a love of books, as they share stories in large and small groups, making extensive use of the book area, throughout sessions. They write for different purposes, including writing holiday plans in role play, and older children write their names on their work. They sometimes discuss letter sounds and shapes, but this is not systematically extended for able children. All age-groups count in a wide range of daily routines, such as counting coins or notes in role play. Able children are sometimes challenged to consider one more or less, or to compare groups, but plans do not include regular opportunities to develop their understanding of number patterns. Children use, recognise or name shapes in their play, such as when making puzzles.

Children develop their understanding of technology, as they use a computer, telephones, tills and other equipment, with confidence and skill. They explore a range of materials, including dough, paint, sand and cornflour. They develop a very good sense of time and place, as they talk constantly to staff about events in their lives, or engage in topics, such as 'holidays'. They construct freely, using recycled materials, train tracks or construction kits. Children develop very lively imaginations, as they engage in role play, which is very effectively extended by staff. For example, they look at brochures, plan holidays and pretend to book a holiday in a travel agency.

They create freely, using paint, or drawing and chalking materials, and they enjoy using musical instruments, or singing familiar songs. Children make good progress in their physical development, as they use large equipment, such as a climbing frame and wheeled toys, or small equipment, including scissors, pens and cutters, with increasing control. They have regular opportunities to develop good throwing, kicking and catching skills.

Helping children make a positive contribution

The provision is good.

Children behave exceptionally well, as they respond to the staff's calm and positive approach to managing their behaviour. They enjoy copious praise, as they meet the group's high expectations, such as for being polite to each other and to staff. Children's spiritual, moral, social and cultural development is fostered. They learn to share and take turns, as staff invite them to solve problems for themselves, such as how to share wooden trains. They show genuine concern for each other, such as when a child is upset, due to sand in his eye, and others try to help him. They learn about cultural and individual differences, as they use good resources, including books, dolls and dressing-up clothes, which reflect diversity. Children with disabilities receive excellent support, to meet their additional needs.

Partnership with parents is good. Children enjoy consistent care, due to the staff's good systems for sharing information regularly with their parents. Parents receive detailed information, when their child first attends, including policies and procedures, and information about the Foundation Stage curriculum. Details of topics are provided in newsletters, so that parents can support their child's development, and curriculum plans are regularly displayed. Parents receive a summary of their child's progress, at the end of each term. Assessment records have recently been changed, and are not yet shared regularly with all parents, unless they ask to see them.

Organisation

The organisation is satisfactory.

Children are cared for by a settled staff team, who are very well qualified and committed to further training, to develop their practice. Staff and the committee work effectively together, for the benefit of the children. Leadership and management are good. There are good systems for monitoring the quality of nursery education, including regular staff appraisals and frequent evaluations of topics and activities.

Children play in a safe, clean and child-friendly environment, which is made attractive, using lively displays of children's work. They enjoy a very good range of activities, due to the staff's creative use of space and resources. Staff are very well deployed in all sessions, to promote children's development. The pre-school meets the needs of the range of children for whom it provides.

Children's care is underpinned by mainly comprehensive documentation. Policies and procedures are currently being updated, but this process is incomplete. The

inclusion policy lacks detail, and records of medication administered are not signed by parents, after administration.

Improvements since the last inspection

Since the last inspection, the pre-school has updated its policies and procedures, to effectively support the quality of care provided for children. A further review of all policies is underway and is not yet complete, so some documents are not quite comprehensive. Records of accidents and incidents are now shared appropriately with parents, to protect children's confidentiality.

Planning and assessment systems have been improved, using the stepping stones, and planned activities usually meet children's individual learning needs. Younger children are very well challenged and motivated. However, planned activities for the most able children are still not consistently challenging, in some aspects of mathematics and literacy.

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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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):

- further promote children's health, by providing a variety of healthy snacks and drinks
- continue to update policies and procedures, so that children's care is always underpinned by appropriate documentation, including a current inclusion policy and medication records which are shared appropriately with parents

after administration.

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):

- continue to develop assessment systems, to include accurate tracking of the most able children's progress, and use this information to plan appropriate challenges for them, especially in their understanding of letter sounds and number patterns
- continue to develop systems for sharing information with parents about their child's progress towards the early learning goals.

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