



Portslade Community College/Pavilion Pre-School

Inspection report for early years provision

Unique Reference Number	130760
Inspection date	20 October 2006
Inspector	Bridget Richardson
Setting Address	Chalky Road, Portslade, Brighton, East Sussex, BN41 2WS
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Registered person	Brighton & Hove Council - Directorate of Education
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?

Portslade Community College Pavilion Pre-School opened in 1973 and operates from a sports pavilion in Portslade. A maximum of 24 children may attend at any one time. The setting is open weekdays from 09:15 to 11:45 term time only. All children share access to an outdoor play area.

There are currently 34 children aged from two to under five years on roll. Of these, 15 children receive funding for nursery education. Children come from the local and surrounding area. The setting currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The setting employs five staff. Four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy. There are generally suitable procedures in place to prevent the spread of infection. Children who are infectious do not attend and staff encourage children to wash their hands after toileting and before snack. Liquid soap and paper towels are made easily accessible to children in the toilet area to promote good hygiene practices and independent. However, some children do not wash their hands under running water, which does not effectively minimise the risk of cross infection.

Parents give prior written consent to administer prescribed medication that ensures children receive the correct dosage according to their needs. A high ratio of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident.

Children learn the importance of eating healthily and enjoy being involved in helping to prepare snacks. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Fresh drinking water is available at all times and children can help themselves. This encourages children to think about their personal needs.

Children move confidently and in a variety of ways. They are competent when using large apparatus. They show good co-ordination when jumping, running and balancing. Their hand and eye co-ordination is good. They are skilful when playing throwing and catching games. Children negotiate space well when riding cycles and pushing buggies, manoeuvring around obstacles. Children are skilled at using a variety of construction equipment and frequently use paper, card, recycled material scissors and glue for cutting and joining.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise the indoor space effectively, allowing children to generally move around safely, freely and independently. Good staff interaction helps develop children's awareness of safety within the setting. Children have easy and safe access to a good range of toys and resources appropriate for their age. Staff check the equipment on a daily basis to ensure that it is suitable for children to play with.

The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access. There are regular risk assessments both indoors and out that help enable staff to identify and address potential hazards. Staff deployment is generally very good and helps to guarantee children are well-supervised and safe at all times. However, risks to children using the toilet independently have not been sufficiently minimised to ensure all potential hazards have been minimised. Regular fire drills help children and staff become familiar with the procedures on a regular basis. This helps to ensure children and staff become aware of the routine to follow in the event of an emergency.

Staff have a suitable understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

A warm, welcoming environment is offered to children which is well organised and has positive images and children's work displayed throughout, promoting a sense of belonging. Children show confidence and are well motivated to learn. They relate well to staff and some to each other. Children confidently approach staff for support indicating good trusting relationships are built. For example, a child confidently showed off a drawing to staff, who praised and encouraged the child's efforts appropriately. Activities are well laid out for children that are easily accessible and provide stimulation. Children's creative and imaginary development is encouraged through activities such as art and craft, painting, singing, role-play and dressing up. The book corner is warm and welcoming to children who enjoy looking at and exploring books. Staff are knowledgeable about children's individual needs and are able to support children appropriately adapting activities to meet these.

Nursery Education

Children are actively involved in their learning. They are confident, work well independently, take initiative and show high levels of concentration. They have opportunities to be independent and see to their own personal needs such as visiting the toilets and washing their hands and deciding when they want a drink. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave well and respond to requests for good behaviour. They play an active role in setting the rules within the setting, understand them and abide by them. This ensures good relationships and harmony. Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family.

Children enjoy books and listen avidly to stories. They enjoy books and handle them carefully. Children's spoken language is developing well. They learn to negotiate well and to express their imagined experiences during a good range of role-play situations. For example, children enjoy using their imagination in the home corner where they prepare imaginary meals for each other and take on different roles within their play. Children are beginning to write their own names. However, staff miss some opportunities to promote and encourage children fully to write their names throughout the session. This means opportunities for children to practise mark making are missed. Children are interested in numbers and counting. They are beginning to represent numbers in various ways. Children's understanding of shape and measure is developing. They are beginning to recognise simple shapes and make patterns using beads and pegs. However, opportunities to use positional language in everyday activities are missed, limiting opportunities for children to practise.

Children are given opportunities to learn about, explore and investigate their environment through planned and free activities. For example, in the garden the setting has developed a wild area, where children can explore what lives underneath pieces of wood and pebbles placed

in the area. Staff support children well, and encourage them to talk about what they have discovered. Children have opportunities to use information and communication technology. They are beginning to demonstrate mouse control when playing on the computer and have opportunities to use programmable toys. Children have many opportunities to use their senses and explore a varied range of materials both natural and manufactured. They are encouraged to use their imagination and express their ideas in a variety of different ways. For example, through the home corner and dressing up. Children enjoy singing sessions and are beginning to have a repertoire of songs and action rhymes that they can sing confidently.

The quality of teaching and learning is good. Staff talk to children about what they are doing and respond to children's interests. They generally make good use of daily routines, activities, free play and incidental opportunities to extend children's learning. Staff use lots of praise and encouragement to build children's confidence and self-esteem. Staff use appropriate behaviour management strategies and children respond well. They make expectations of behaviour clear and give reasons for requests ensuring children understand why certain behaviour is not acceptable. Staff observe the children during free and focussed activities and use their notes to assess children's achievements. This helps to identify children's stage of learning and allows staff to identify the next steps for each child. Staff have a good understanding of the Foundation Stage. They provide a stimulating environment and well-planned activities making good use of resources and are able to support children who are less confident and challenge the more able children through open-ended questioning which encourages them to think. There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Helping children make a positive contribution

The provision is good.

Resources and displays are non-stereotypical and show images of all aspects of society. This promotes a positive attitude towards diversity. Staff constantly praise and encourage children, which help them to develop a positive self-image. Information maintained on children ensures differences are acknowledged and valued. Spiritual, moral, social and cultural development is fostered. Parents complete an 'all about me' leaflet prior to children starting and give written information regarding dietary requirement of their child. This ensures staff are aware of their individual needs and are able to support each child appropriately. There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children benefit from lots of praise and encouragement and from some basic ground rules that are consistently applied. They play an active role in devising these ground rules, giving them a sense of ownership. As a result, children behave well, and enjoy each other's company.

Partnership with parents is good. Relationships with parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with their child's learning and development. There are formal and informal systems in place for staff and parents to share information about children's individual progress and development. This enables parents to contribute to children's learning at home.

Organisation

The organisation is good.

Leadership and management is good. The person in charge has a relevant qualification and regularly updates her knowledge by attending appropriate childcare courses. This ensures she has sufficient knowledge of current childcare practices to support the care and learning of the children. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There are effective recruitment procedures in place and regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available.

All mandatory records are in place, confidential and well maintained. This ensures the safe and effective management of the setting in order to promote children's welfare. Areas used by children are well laid out and staff show an understanding of their role in supporting the children in their play. They are generally deployed effectively to ensure children are well supervised at all times and to ensure good hygiene practices are observed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting had a number of recommendations as a result of the last inspection and has made good progress in addressing them. They have revised the recording of accidents and incidents to ensure they are maintained confidentially and clearly. This ensures parents are kept fully informed of all accidents that happen to children while at the setting. Children now play an active role in preparing nutritious snacks. They are able to independently access drinks and have the freedom to choose from the range of healthy snacks offered to them. This helps children develop healthy eating habits.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- develop hand washing facilities to minimise the risk of cross infection
- continue to develop systems in place to ensure that risks are minimised to children visiting the toilets independently.

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):

- develop opportunities for children to mark make and to write their own name
- develop and encourage positional language in everyday activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk