



Fowey Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	102809
Inspection date	20 September 2006
Inspector	Sarah Jane Wignall
Setting Address	Windmill, Fowey, Cornwall, PL23 1HE
Telephone number	01726 833188
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Registered person	Fowey Pre-School 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?

Fowey Pre-School is a committee run group. It opened in 1969 and operates from one main room in the leisure centre complex. It is situated in the town of Fowey. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open on a Monday, Tuesday, Thursday and Friday from 9.00 until 11.30 and from 12.15 until 14.45 on a Monday, Wednesday and Friday during term times only. All children share access to a secure enclosed play area.

There are currently 31 children, from two to four years, on roll. Of these, 23 children receive funding for early education. Children come from the local and surrounding areas. The setting currently supports children with learning difficulties, and also supports children who speak English as an additional language.

The pre-school employs five members of staff. All staff members hold appropriate early years qualifications. The setting receives support from an advisory teacher from Family services. They are members of Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit as they are cared for in a clean, bright and well presented environment. Children are encouraged to learn about health and hygiene through picture displays, which inform them about washing hands after using the toilet and before eating. Established routines ensure tables are cleaned and wiped between use and children are provided with hand wash and paper towels to limit the risks of cross infection. Children are protected from the dangers of the sun, as consents to apply sun cream are in place and staff ensure children are protected with hats when going out to play. Staff ensure they are well informed about specific medical conditions and they take effective action if children become ill while in their care. They have not obtained permission for emergency medical treatment or advice. Appropriate accident records are in place and sufficient staff hold first aid qualifications.

Children are encouraged to eat healthily and are provided with a range of fresh fruit for mid day snacks. These include apples, bananas and oranges. Children are provided with water or milk to drink and they are able to help themselves to additional water throughout the session, from the water cooler that is sited in the play room. Once a week children attend at lunchtime and staff sit with children encouraging them to eat well and sensibly. Information about special diets and allergies is well displayed for staff preparing food.

Children benefit as they have daily access to fresh air and exercise. The setting benefits from having its own enclosed grassed play area where children can develop a range of skills, such as climbing and balancing. Children show confidence and control as they successfully balance on different height logs as they complete a trail. Regular use of the dance studio provides children with opportunities to skip, jog and run as they act out the story of the three bears. Children develop fine muscle control as they use a range of one handed tools such as pencils, glue sticks and fine paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in safe and suitable environment. The main play room is bright and welcoming and they also have access to the dance studio and school hall. A designated health and safety officer completes a daily checklist to ensure all indoor play areas are safe before children arrive. Recently introduced checklists help to ensure the outdoor play area is safe and suitable. The main play room doors are secured with double handles and staff supervise the arrival and departure of children from the setting. Children learn about fire safety as they participate in whole school fire evacuation routines. Fire fighting and electrical equipment are serviced regularly. Staff supervise children well both indoors and out.

Children have access to a good range of equipment which appears safe and suitable. Staff undertake visual checks of equipment and any damaged or incomplete items are removed or replaced as necessary. A broken and worn swing is currently out of use awaiting removal. Staff ensure toys and equipment are regularly cleaned to limit the risks of cross infection. Toys are well organised into low level storage units allowing children to safely and independently make choices.

Children are well protected by the staff's understanding of suitable child protection procedures. The manager is the designated officer for child protection and she has completed relevant training. Staff are aware of appropriate action to take if concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting confidently and settle quickly to activities. Sessions are well organised allowing children plenty of time for free play and free choice. Staff have recently completed training in the Birth to 3 matters framework and are using this knowledge to think around planning and observation methods for younger children. The play room is well set up on arrival and circle time is used for whole group activities, such as listening to a story or talking about different types of houses and homes. Children with additional needs are well included.

Nursery Education

The quality of teaching and children's learning is good. Staff have a good understanding of how children learn and they plan a good range of practical learning opportunities such as drawing, imaginative play and sensory play with dough, water and sand. Staff use medium and short term plans to outline weekly topics. Sessions reflect a good balance between adult led and child initiated play. Children have good relationships with each other and they are learning to share and take turns. Children are confident speakers and they use speech well to describe pictures they are drawing or recount events in their own lives. Children enjoy listening to stories both in small and large groups. The book corner is very comfortably furnished, making it an attractive area for children to go to. Children have some opportunities to write and make marks, but this is not always extended to the role play area.

Children learn about shape and size as they create pictures of their houses, using different shapes for the roof, windows and doors. Staff reinforce this learning as they make circle shapes in the dough. Some children learn about tall and short as they measure each other to see which is the tallest. Children do not have sufficient opportunities to recognise numerals and to count. Children learn about growth and change as they plant flowers and vegetables and watch them grow. Children showed great interest as they picked and peeled corn and felt the leaves. Children learn about technology as they confidently use the computer to complete simple programmes and games. The computer is used to support children where English is not their first language. Children use their imagination well as they model with junk and other materials. Children use colour well to represent thunder and lightening when drawing pictures, and they use beads to represent faces when creating models out of dough.

Staff use observation and assessment records to help plan suitable activities for children across all areas of learning. Their knowledge of individual children helps them to focus on suitable learning intentions. Overall, children make progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children benefit from being cared for in a close community group, where staff have a good understanding of their individual needs. Many children attending have progressed up from the toddler group, where they have come to know staff and the setting. Staff and parents jointly complete initial entry profiles, which help give staff a good insight into children's individual needs on arrival. Staff work closely with parents of children with learning difficulties and those where English is not their first language, in order to plan effectively for their needs. Children have many opportunities to learn about their local community as they take regular visits around the town, and learn about the coastline as they visit beaches and the local lifeboat. Children learn about the wider world through planned topics and themes. They have access to resources such as role play, musical instruments, books and posters.

Children respond well to the positive ethos that is present in the group. Staff manage behaviour in a positive and consistent way and they regularly reward children for achievement. Children show pride as they are entered in the smile file, for actions such as helping a friend or completing a picture. Stickers are used to recognise this achievement and inform parents. Children are confident and settled in the group and have good relationships with staff and each other. They are encouraged to be independent, for instance in using the toilet, washing hands and helping themselves at snack time.

The partnership with parents is good and this contributes to children's overall development and progress at the group. The setting is a community group where parents are encouraged to be involved, both as members of the management committee and as regular helpers at the sessions. Parents are provided with good quality information through a detailed prospectus and large notice board displaying lots of relevant information. Staff keep parents informed about their child's achievements through daily verbal feedback and individual meetings. Parents have access to policies and procedures and can make their views known through parental questionnaires. The complaints procedure has not been fully updated in line with recent changes to legislation. Comments noted and discussions with some parents indicate they are happy with the care and education their child receives. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children benefit from being cared for by a consistent and committed staff team. Staff at the setting are well qualified and keep their knowledge and skills updated by attending regular short courses. All staff work well together and sessions run smoothly. A key worker system is in operation ensuring effective liaison with parents and the completion of observation and assessment records. Children have access to very good sized accommodation and staff

deployment is effective in ensuring children are well supervised at all times. Recently updated suitability and recruitment procedures ensure the suitability of staff at the setting.

The leadership and management of the pre-school are good. The setting is managed by a voluntary management committee made up of parents. A designated administrator takes responsibility for some administrative tasks and the updating of policies and procedures. The committee supports staff well, ensuring regular staff appraisals are carried out and training and development needs are met. On a daily basis, the staff work very well as a team. Weekly planning sessions are timetabled and give staff the opportunity to share ideas and plan ahead. Staff make good use of advice and support from outside agencies such as Family Services, and they have recently completed a local quality assurance scheme. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to ensure the behaviour management policy included a statement on bullying. At the last nursery education inspection, staff were asked to increase the range of resources that reflect positive images, particularly of disability, and to develop children's independence during snack time.

The behaviour management policy now includes a statement on bullying. Some visual images around the setting reflect positive images of disability and children have access to small world resources, where people with disabilities are represented. Children are encouraged to manage their own packed lunch, when staying to lunch, and they are learning to help themselves at snack time and when they are thirsty.

Complaints since the last inspection

Since 1st 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):

- obtain parental permission for seeking emergency medical treatment and advice
- update the complaints procedure in line with recent changes to legislation

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):

- use everyday routines and number displays to reinforce children's understanding of numbers and counting
- develop the role play area with opportunities for children to attempt writing for different purposes.

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