



Newton Abbot Pre School & Playscheme

Inspection report for early years provision

Unique Reference Number	106185
Inspection date	23 November 2006
Inspector	Janet Butlin
Setting Address	The Green Rooms, Fisher Road, Newton Abbot, Devon, TQ12 2NB
Telephone number	0797 1708024
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Registered person	Newton Abbot Pre School & Playscheme
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Newton Abbot Pre-school has been established since 1980 and serves the wide local community. It operates from a hall close to the town centre, where children have access to a large hall and a smaller, quiet room. There is an enclosed outdoor play area and access to a kitchen and toilets. The pre-school is open on Mondays to Fridays during term time only; morning sessions run from 09.00 to 11.30 and afternoon sessions run from 12.30 to 15.00. Children are able to bring packed lunches and stay all day. At present there are 29 children on roll, 14 of whom are in receipt of nursery education funding. The group currently supports children with learning difficulties and/or disabilities. There are no children attended who have English as an additional language. A total of seven staff work with the children, five of whom hold a relevant early years qualification. The pre-school is supported by the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally well protected in the event of having an accident or becoming unwell as staff are qualified in first aid and have obtained consent to respond appropriately. All systems are in place to record the administering of any medication and parents are kept informed of any doses given. Children who are sick or infectious do not attend and this goes some way to protecting children from each other's infections.

Hygiene within the setting is generally adequate and surfaces are kept clean, particularly prior to snack and meal times. There are good features to the hand washing procedures. For example, the children have recently been taught how to wash their hands thoroughly and efficiently, singing a song as they do so to reinforce the effectiveness. However, the use of the paper towels, which are readily available in the setting, is inconsistent and children's practice of using a shared towel to dry their hands after using the lavatory puts them at risk of cross infection. Children are protected from infection by the group's rigorously outlined procedure for following hygienic routines when changing nappies. However, these are inconsistently followed by some members of staff and this compromises health and hygiene.

Children bring packed lunches from home and enjoy eating with staff at lunch time. The group encourages healthy eating through themed activities, and requests that parents put ice packs in lunch boxes in hot weather, however the group do not routinely check lunchboxes to implement appropriate storage in the colder months. Children enjoy healthy fruit at snack time and a drink of milk or water.

Children develop their muscles by regular planned activities. They use the climbing and balancing apparatus, participate in obstacle courses and go on walks to the garden. Children enjoy the health giving properties of fresh air regularly.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a sufficiently spacious environment where they have all necessary facilities to meet their needs. The building is secure and access is well monitored. Children also have sole access to an enclosed garden and they are kept safe within this garden as it is securely gated and bolted. Staff ensure that the garden is thoroughly checked before the children use it to ensure it is safe. Toys and equipment are clean, suitable and in generally sound condition. Children can access what is set out for them easily.

Children are kept safe within the setting as a secure, detailed register is kept of the attendance of children and staff. This ensures it is possible to tell who is on the premises at any one time. All children are secure in the use of the fire drill as they practice it frequently. Their safety is enhanced as each drill is recorded and the information used to improve the next practise. Risk assessments have identified hazards within the setting and various protective strategies are in place. For example; the stairs are securely gated. However, the group is inconsistent in the way

it protects children from hazards associated with stacked chairs, for example, the effective barriers are not always promptly erected.

Children are protected by staff's sound understanding of the child protection procedure and their commitment to undertaking further training in this area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting. They have good relationships with the staff and enjoy evident friendship groups. Young children play very happily alongside their older playmates. Staff interact well with them and help them to settle quickly. Activities are provided which will interest the whole age group and a relaxed approach is taken to the two-year-olds' engagement with activities. They enjoy exploring and investigating the materials at their own pace. Planning shows an awareness of how activities support the Birth to three matters framework and children are generally well supported in their play and development. They become skilful communicators as they bring their drawings to be admired, and competent learners as they work things out alongside their playmates. For example; that pressing a button makes a toy produce a tune, and that pieces of a puzzle can be joined together.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a generally sound understanding of the Foundation Stage and can all describe valid and worthwhile learning outcomes of the activities they are supporting. Because of this, children are making sound progress towards the early learning goals but it is not clear, from records kept, whether they could be making better progress in some areas. Children have eager and enthusiastic dispositions to learning. They are keen to begin exploring and investigating and sustain their interest. They are confident and ask questions to extend their learning. Children enjoy being given responsibility, for example; being the helper of the day. They also show sensitivity to each other, for example, welcoming back a friend who has been away.

Staff are able to describe the targets for each child in the setting and how they will help them to learn through the planned activities. Regular observations are made and these help staff to plan for children's individual progress. However, in their assessment files, not all the areas of learning are reported on sufficiently. This results in insufficient emphasis being given to some of the early learning goals, particularly for the older and more able children.

Some of the teaching methods used mean that some activities are not completely meaningful for children. For example, exploring all the seasons in the space of one month. Also the concept of American thanksgiving is complex to understand during a short collage activity. However, staff make good use of such opportunities to talk about familiar aspects of their lives and help children to count items. Their free play is generally used well to help them to grapple with ideas and to work things out, such as how to solve problems using tools and investigate how water flows. They delight in talking about aspects of their lives such as forthcoming trips and outings. Children enjoy making marks and drawing, and listen eagerly to whole group story times. However, they are not routinely encouraged to explore the letters in their names or attempt

to sound or form them. Children cannot easily access books whenever they want to which restricts their spontaneous enjoyment. Children count the number of people present and the older ones confidently count beyond ten. However, there is limited encouragement in their free play for them to add groups of objects together. They develop their small muscles by connecting intricate puzzle pieces and mastering the use of scissors. Children develop imaginary situations using puppets. They are enthusiastic singers and some children enjoy dressing up, however, their access to role-play materials is restricted to certain days. Children benefit from being in a setting that has a lot of worthwhile resources, but their access to a full range of playthings throughout the day is limited. This means that children who stay all day have somewhat restricted experiences and opportunities to learn, as the same things are out in the morning and the afternoon. The majority of the session is free-flow play and children do not benefit sufficiently from occasionally refocusing on their activities and learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are confident and settle happily to play. They eagerly explore the activities set out for them and concentrate for substantial amounts of time. For example, exploring water play until they are satisfied they have made all the discoveries they can. They share and work well on their own or in groups, for example; co-operating as a team to construct a large, bolted together, model. Children learn a little about other cultures and staff help them to grasp this information in gentle and gradual ways which link to their own experiences. Children are well behaved and glow with pride when they are praised. They demonstrate a sense of achievement when they have accomplished a task, such as completing a picture. They are generally well mannered and respond calmly and politely at registration time. They follow agreed codes of behaviour very well. For example, following a traffic light system to show them when it is time to hand over a popular toy. Spiritual, moral, social and cultural development is fostered. Children's individual needs are known and respected. The group is experienced in supporting children according to their specific needs.

Partnership with parents is satisfactory. Children are cared for in accordance with their parents' wishes and benefit from the warm welcome that their parents receive in the group. Their individual interests and needs are communicated and the group respects and acts on this information. Parents are provided with newsletters which keep them informed about the day to day running of the group and some become actively involved in the provision by joining the management committee. This provides them with valuable opportunities to be involved with their child's learning and how the provision is managed. Parents are welcomed to view their child's assessment file to see how they are progressing through the Foundation Stage. At present this would give them an adequate idea of how their child was achieving in the setting. They are able to discover what their child will be doing by viewing the plans, which are displayed, and this enhances their opportunities to be involved in their child's learning. There are sound systems in place to share information regarding regulatory procedures. The group are constantly developing new ideas to encourage greater parent participation.

Organisation

The organisation is satisfactory.

Children are cared for in a generally well organised setting where all staff enjoy their work with children. Children enjoy a range of worthwhile activities which help them to develop in all areas. They benefit from staff's sensitivity and willingness to undertake further training to support their practice. Staff work well together as a team to support each other and meet children's needs. The setting meets the needs of the range of children for whom it provides. All regulatory documentation is in place, is well maintained and immediately accessible for inspection.

Leadership and management of nursery education is satisfactory. Staff are supported in their professional development and this is identified by regular meetings. Staff get together regularly to review and monitor the curriculum and the group has begun to work closely with the local authority to implement an action plan to address accurately identified areas for improvement. The setting has undergone a recent period of significant change which has delayed the group's ability to make significant progress. However, this period is being securely managed and the quality of provision is being soundly monitored.

Improvements since the last inspection

At the last inspection the group were required to explore further options for nappy changing facilities. The group have now obtained specific equipment and a secure place for nappy changing to take place. This has improved this area of care. They were also requested to ensure that all policies contained up to date information. All policies are now up to date and provide helpful information.

At the previous Nursery Education inspection the group were required to develop the structure of the session and the use of the learning environment to support children in accessing a wide range of activities during a session. They were also required to ensure all staff interact appropriately with children during free choice and planned activities to support them in achieving their identified learning objectives. The setting have given ongoing thought to this area and have sought professional guidance. This has resulted in them improving the way the hall is organised and the activities presented. Staff have also benefited from additional training to develop their understanding and interaction and this has enhanced children's learning. Finally the group were to develop and implement consistent strategies to assist children in resolving conflict. Support and guidance from professional agencies has resulted in appropriate and successful strategies being implemented when necessary. Children's behaviour is currently well managed.

Complaints since the last inspection

On 7 July 2006 Ofsted received a concern regarding (National Standard 1- Suitable person) no staff having Criminal Record Bureau (CRB) checks; (National Standard 2- Organisation) there is no-one holding an NVQ level 3 qualification. Ofsted made an unannounced visit on 13 July 2006, made observations and discussed the concerns. All relevant documentation was unavailable so the following action was given:- National Standard 14 'Ensure that all documentation relating to staff CRB disclosures and qualifications is accessible to an inspector'. Ofsted returned to

view documentation on 27 July 2006. The inspector was satisfied that staff were suitably qualified and most have Criminal Records Bureau checks. Unchecked staff were observed at the first visit not to be left alone with children. The provider remained qualified for registration.

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):

- improve hand washing procedures to prevent the spread of infection and ensure that hygienic practices are consistently applied
- develop and promptly implement risk assessments to protect children from hazards, this is with particular regard to stacked chairs in the playroom.

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):

- improve the assessments to make it clearer how children are progressing in each of the areas of learning
- improve the use of resources so that children who attend all day have increased opportunities to extend their learning and ensure that day to day activities give appropriate regular emphasis to all the early learning goals.

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