



## **Frypa Rascals Preschool**

Inspection report for early years provision

<b>Unique Reference Number</b>	203397
<b>Inspection date</b>	06 July 2006
<b>Inspector</b>	Jacqueline Oldman
<b>Setting Address</b>	Frypa Hall, The Fryth, Basildon, Essex, SS14 3PL
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<b>Registered person</b>	Frypa Rascals Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Frypa Rascals Pre-School opened in 1969 and is committee run. It operates from a large hall situated on the outskirts of Basildon town centre. A maximum of 26 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 Monday to Friday and from 13:00 until 15:30 Monday to Thursday. All children share access to a secure enclosed outdoor play area.

There are currently 59 children from two to under five years on roll. Of these 26 children receive funding for nursery education. Children attend from the local and wider community. The pre-school supports a small number of children who have learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs seven members of staff. All staff, including the supervisors, hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre-School Learning Alliance (PSLA) and other professionals.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because staff follow procedures which satisfactorily meet their physical, nutritional and health needs. Children are beginning to understand the importance of simple personal hygiene practices such as washing their hands before eating because some children know hands carry germs. However, the management of soap, to protect children with allergies, results in it not always being made freely available to children. There are clear written guidelines that protect children from illness and infection and cover the procedures in the event of a child being unwell. Children's welfare is promoted as staff have attended first aid courses and keep clear records of any accidents.

Children are well nourished. They are offered balanced and nutritious snacks that are eaten as a social group. Fresh fruit is offered daily to promote their development. Children can help themselves to fresh drinking water throughout each session and are beginning to understand the importance of drinking regularly in hot weather. However, staff are not always vigilant in ensuring children don't share cups to minimise the spread of infection. Staff ensure they are aware of any specific dietary requirements or allergies so that children's individual needs are met.

High regard is given to protecting children from the effects of very hot weather. Staff ensure parents are reminded to protect their children with suitable sun cream when attending pre-school. All children wear hats when playing outside in the sunshine and a gazebo is erected to provide extra shade. This is made comfortable with cushions for children to rest or share books outside.

Children enjoy physical activity and delight in using the outside area, this lays the foundations for a healthy, active life style. For most of each session children move freely between the inside and outside and benefit from physical freedom using a wide range of equipment and resources. These provide varied opportunities for natural movement, spontaneous and imaginative play as well as scientific skills when planting and growing their own flowers and vegetables. They are able to explore the capabilities of their bodies within an environment that has been carefully planned to meet the needs of young children.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play and explore in a safe and well organised environment. The hall is bright and spacious and children benefit from a well developed outdoor area. Posters and examples of children's work are displayed to help children develop a sense of belonging. A range of activities and resources, both indoors and outdoors, are set up ready for them to make choices about their play. Children move between the indoor and outdoor activities in safety and with appropriate adult support at all times.

Children's safety is given high regard. Clear arrival and collection procedures protect children from unauthorised persons. Risk assessments, daily checks and staff intervention regarding observation of potential hazards ensure that equipment, toys and activities are safe, well maintained and appropriate for individual children's age and stage of development. Children are learning to keep themselves safe as clear explanations are given for the restrictions imposed on them. For example, children are told not to drink from the water play trough as children have been playing in the water. Appropriate fire safety precautions are taken and children practise the emergency evacuation procedure, this helps them learn about potential hazards.

Children are safeguarded as staff have a satisfactory awareness of their child protection responsibilities. Although they know who to contact if concerned about a child's well-being, and the procedures are clearly displayed in the hall, the necessary contact details are not included in the child protection policy. As a result children's welfare is not yet fully protected.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Younger children are mostly happy and settled within the pre-school. Staff are aware of the individual children, they offer a good level of support and assistance to children who require help in leaving their main carer. Their achievements are satisfactory, and would be improved by staff developing further the planning of activities, play opportunities and first hand experiences which allow children to build on their natural curiosity as learners. For example, the youngest children will benefit from spending time in small groups to develop their confidence and self-esteem.

Children are able to independently select the toys and resources and make choices about their play. The majority of younger children are becoming secure within their environment and receive a high level and quality of support from staff to help them make progress. Older children are forming friendships with their peers and developing good relationships with an approachable and friendly staff team. All children play happily and most are confident to initiate conversations and involve other children and adults in their play.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are generally confident

in their surroundings. They enthusiastically join in activities outdoors and select the toys and resources they wish to use from the variety available both indoors and outdoors. Children develop their independence skills and learn to take responsibility through choosing from a good range of planned activities, toys and equipment that are set out ready for them. Children are enthusiastic to assist in daily tasks, for example, tidying up and selecting items from the colour table. More able children sit and listen well at group times, they participate with gusto in familiar songs and rhymes. Staff are very skilled in engaging children in complex role play situations. They encourage them to put forward their thoughts and feelings, which they do with confidence. Children's ideas about what will happen when a plane lands or how they will get from the airport to the hotel with their heavy luggage are all explored enthusiastically. Children behave very well and are generally aware of the expectations and boundaries in place, for example, using equipment appropriately and sharing the toys and resources because staff are sufficiently consistent.

Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities in role play both indoors and outdoors. However, children are not always encouraged to write their names on their artwork. Children count up to 10, and many count beyond this as they check the number of children present. Children are observed using the number poster independently to reinforce their knowledge. They are confident in their use of simple calculations and have opportunities to use these skills each day during circle time. Children use mathematical language in their play, such as full and empty and talk about shapes they see. Children are keen to discover about the world around them and enjoy opportunities to sow, water and observe plants as they grow. Children are competent in their use of technology and make full use of the office area in the 'doctor's surgery'. Children enjoy and participate in a very good range of physical activities to assist them in developing their large and small motor skills.

Staff are developing an awareness of the needs, interests and skills of individual children and use this information to plan a stimulating and varied range of activities. Planning is flexible and is adapted to meet the interests of the children. However, is not currently effectively differentiated to clearly identify the needs of individual children to ensure it provides sufficient support and/or challenge to maximise outcomes of all children. Children's achievements are satisfactory but would be improved if planning clearly identified, and staff are made consistently aware of, the aims and objectives of core activities. The implementation of a sufficiently detailed system for observing what children do and using these observations to inform their next steps in learning will provide continuity and progression for children's all round development.

### **Helping children make a positive contribution**

The provision is satisfactory.

Most children are confident and form good relationships with staff and their peers. Children play well together, learning to share and take turns, and they negotiate this with confidence. They develop a sense of belonging and confidently take on responsibilities within the pre-school, such as helping to clear up after snack.

Children are encouraged to feel valued by staff that mostly interact effectively with them. Systems are in place to support children with learning difficulties and/or disabilities. However, staff are not always fully aware of individual children's developmental targets to ensure they maximise opportunities to promote their welfare and development.

The children's spiritual, moral, social and cultural development is fostered. Children develop self-esteem and respect for others. They receive frequent praise for the efforts and achievements, this helps them build their confidence and feel good about themselves. Children celebrate each others birthdays and are developing a good understanding of the world in which they live. For example, they know that doctors help you when you are ill, that stethoscopes are used to listen to your heart beat and a thermometer is used to take your temperature. Children respond positively to the boundaries as clear explanations are given to help them take responsibility for their actions. Behaviour is managed positively and an imaginative range of strategies help children to develop a sense of fairness.

The partnership with parents and carers is satisfactory. The newly formed pre-school committee have given priority to establishing and securing links between home and the setting. They have recently introduced a newsletter as a user friendly way of passing relevant information to parents and carers. Parents are invited to contribute to the newsletter. The entrance hall is used to display information about the setting, this includes details of the curriculum. Children and their parents take part in fund raising events and social outings to help develop a sense of belonging. Parents are encouraged to extend their child's progress at home with the popular book sharing scheme. This helps to ensure all children make progress and allows parents to become involved in their child's care and learning.

## **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory. The supervisors work closely with the Committee to ensure they are fully informed and the development plan is consistent with improving outcomes for children. They are developing a skilled, enthusiastic and dedicated staff team. Staff demonstrate commitment to children's achievement and development, which is demonstrated by the children's enthusiasm for, and involvement in, their learning. Processes for monitoring and evaluating children's progress are not yet effective in identifying children's next steps in learning, but management are aware of this and have identified this as an area for improvement.

The staff team place play at the heart of children's learning and use talk effectively to help children make progress in all areas. Practitioners demonstrate a good knowledge of the setting's policies and procedures and implement these to help ensure children are kept safe and well. Staff appraisals help to identify individual training needs and they are supported in accessing it. The pre-school has a clear management structure and all members of staff have clearly defined roles and responsibilities. Children are protected because an effective staffing and employment policy is followed and checking procedures are robust.

Staff are deployed well to ensure children receive suitable levels of adult interaction. The pre-school has had significant changes to committee and staff members during the last year. However, the newly appointed committee is giving high regard to ensuring policies, procedures and records are reviewed to ensure they are in line with the National Standards and contain necessary and correct information to ensure children are safe and well cared for.

Overall children's needs are met.

### **Improvements since the last inspection**

Since the last visit the newly appointed joint supervisors have been giving careful consideration to addressing the actions and recommendations previously made and as a result some changes have been made improving outcomes for children. The outings and no smoking policy and procedures have been reviewed and updated to help promote the welfare and safety of children; this includes maintaining minimum ratios of two children to every adult and ensuring drinking water is made readily available. Effective risk assessments are now obtained prior to taking children on outings and parents are fully informed. The group has reviewed their policy of informing Ofsted of any significant events and all staff are aware of this.

The joint supervisors have looked at the effectiveness of the provision and as a result the lunch club no longer operates and there is a clear break between sessions. They have spent time re-evaluating the effectiveness of children's care and learning. They have worked with other professionals and started to revise their methods of planning, observation and assessment to improve outcomes for all children. Enquiries have been made regarding accessing appropriate training to support the youngest children. However, in order to maximise learning for all children the setting needs to develop further their observations and evaluations to ensure activities are effectively adapted to challenge and support children to achieve as much as they can.

### **Complaints since the last inspection**

There has been one complaint made to Ofsted since the last inspection. We received information that during an outing to a farm a child had been lost for a period of time and that the parents of the child had not been informed of the incident. We investigated these concerns under Standard 6 (Safety) and Standard 12 (Working in partnership with parents). Ofsted Childcare Inspectors made a visit to the pre-school and to the farm on 19 July 2005. The provision has been given seven actions under National Standards 1 (Suitable person), 6 (Safety), 7 (Health), 8 (Food and drink) and 12 (Working in partnership with parents). Compliance with the National Standards will be checked at every future inspection. A satisfactory response to the actions has been received. The provider remains 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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- review and update the child protection policy to ensure it includes contact names and telephone numbers for the local police and social services
- develop further the planning of activities, play opportunities and first hand experiences which allow children to build on their natural curiosity as learners to maximise outcomes for children under three years

#### 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 further the planning cycle to ensure that activities are adapted to challenge and support children to achieve as much as possible
- ensure that evaluations are sufficiently detailed to show what children can do and to indicate the next steps in children's learning.

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