



Pennington Village Pre-School

Inspection report for early years provision

Unique Reference Number	EY272703
Inspection date	08 June 2005
Inspector	Marilyn Joy
Setting Address	C/o Pennington Village Pre-School,, Priestlands Road, Pennington, Lymington, Hampshire, SO41 8HX
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Registered person	Pennington Village 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?

Pennington Village Pre-school has been opened since October 2003. It is managed by a voluntary committee of parents. It operates from purpose-built premises in the grounds of Pennington Infant school. There is an area for outside play.

The pre-school is registered for 48 children aged two to five years of age. There are currently 55 children on roll and of these 48 children receive funding for nursery education. The pre-school supports a small number of children with special

educational needs. Children attend for a variety of sessions. The pre-school uses 2 rooms which allows the children to be divided into 2 groups. The pre-school opens 5 days a week during school term times. Sessions are from 08.45 until 11.45 and from 12.30 until 15.15.

There are currently two full-time and seven part-time staff working with the children. There are five staff with early years qualifications and two working towards a relevant qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because staff provide healthy and nutritious snacks. Children enjoy bananas, pears, tomatoes and peaches. They develop independence as they learn to use knives safely when cutting up the fruit and sharing it out equally between the dishes. They serve their own drinks of either milk or water and help themselves to drinking water whenever they are thirsty.

Children learn the importance of good hygiene through consistent guidance from staff who have a good understanding of appropriate health and hygiene procedures. Children know they should wash their hands before eating or preparing food, and after using the toilet.

Children's physical skills are developing well. They engage in a good variety of activities to develop their hand-eye co-ordination. They use scissors, construction toys and roll hoops on the grass. They enjoy playing outside although activities are not always formally planned to ensure challenges for all. Children confidently and excitedly explore the outdoor play equipment. The climb, balance and jump. They develop their own games such as chasing the dragon as they run around and under equipment. They develop an awareness of their own and each others space during these games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and secure environment where safety is given careful consideration. They learn about keeping themselves safe and the importance of observing the rules and routines of the pre-school. They line up to go outside and are reminded about using the handrail when using the steps. Clear boundaries are set when playing on the adventure play equipment and on the school field. Staff are vigilant to ensure children's safety as they clamber enthusiastically around the equipment. There are good procedures in place to ensure children are protected from harm. The premises are secure and children are only released to people the pre-school knows. Most staff have a good awareness of child protection issues and procedures.

Children's work is valued and used to form attractive displays which decorate the rooms. Children have safe and easy access to explore a wide range of appropriate toys and equipment which is clean and in good condition. They become increasingly independent as they move around the premises, confidently selecting what they want to play with.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy coming to the pre-school. They form positive relationships with staff and each other. Good behaviour is promoted well and children are becoming aware of what is expected of them. Children concentrate well in individual and group activities. They listen attentively and contribute their ideas at circle time.

The quality of teaching and learning is good. Children experience a broad range of activities. They provide good levels of challenge in most areas because key staff have a secure knowledge of the Foundation Stage. Most staff enthusiastically use a wide range of teaching methods to foster children's interest in learning and support them well. Children are motivated and enjoy the activities available. The system for assessment is developing well. Clear observations of children's achievements are used to monitor and assess their progress. Planning is based on children's next steps for learning. All areas are covered, although there are some inconsistencies between the two rooms in how activities are presented. Children with special educational needs are given good support so they can join in activities and be part of the group.

Children are introduced to mathematical language and ideas during planned activities such as identifying numbers and shapes when making a clock. Some opportunities are missed during daily routines to encourage counting, number recognition and problem solving. Children enjoy books and happily share with each other. They are becoming aware print carries meaning and many recognise their name. Some attempt to form letters and write their name, although writing tools are not freely available on a daily basis to encourage mark making, for example during role-play.

Children learn about the world around them through a variety of topics. They carry out experiments to find out what floats. They learn about growing when planting bulbs or cress. They taste different foods and record their likes and dislikes. Children are curious about the world around them and ask questions. They confidently talk about themselves and their experiences with staff who know them well and interact effectively with them. Children become engrossed when playing on the computer. Staff help them to understand how it works so they can use the programmes independently.

Children enthusiastically engage in imaginative play and enjoy dressing-up. Staff join in and help them turn the book corner into a fire engine. Children create their own storylines during role-play and when playing with the diggers and trucks in the sand. Children's independence is fostered well because resources are easily accessible, although they have few opportunities to select their own materials and experiment with their creative skills. There is a very good selection of musical instruments.

Children explore noisily on their own and then staff effectively join in and focus their attention on introducing a rhythm. They accompany songs and try different techniques to make sounds.

Helping children make a positive contribution

The provision is good.

Children develop confidence and self-esteem in an environment where they can make good progress and are valued. Their individual needs are met because staff know them well and have clear systems in place to liaise with parents and other professionals if they have any concerns. Effective behaviour management strategies are consistently applied to help children learn what is expected of them and behave well. Children are given clear boundaries and, when appropriate, time to resolve difficulties for themselves before staff intervene. Children have good opportunities to develop independence in caring for themselves. They prepare and serve their own snack, get ready for outdoor play and select some resources.

Children's spiritual, moral, social and cultural development is fostered appropriately. Children learn to show care and concern for others for example when playing on the rocker they are reminded to be careful of others. The display in corridor acknowledges and values their efforts as well as praising positive behaviour, such as sharing toys and helping others.

Partnership with Parents is satisfactory. Parents have access to a variety of information about the pre-school and its policies. A termly letter, as well as the notice board, informs parents about the topics. Children can take a book home to share with parents, although there is little guidance about how parents can be involved in their child's learning either at home or in the pre-school. Information is exchanged verbally regarding children's care and well-being. Little information is shared about children's progress towards the early learning goals. Few parents know their child's keyworker or have seen their individual records.

Organisation

The organisation is good.

The nursery offers a well-organised environment where children are confident and secure. All documentation is in place and organised to support staff in meeting children's individual needs well. Group sizes and effective staff deployment contributes to children's health, safety and ability to take an active part in the group. Staff work well together as a team to enable children to make good progress towards the early learning goals. Policies and procedures cover all aspects of the provision and generally work in practice to promote positive outcomes for children. Induction procedures are in place for new staff although a system of appraisal has not been developed to support staff particularly when taking on new roles.

Leadership and management are good. There is a strong commitment towards developing the provision for children. Informal evaluations highlight some areas for

development and improvement, for example the provision of a dedicated outdoor area and adjusting the planned curriculum in response to children's learning needs. The system is not sufficiently robust, however, to enable staff to recognise areas where opportunities have been missed to challenge all children or to identify inconsistencies between the two rooms. Overall, the nursery meets the needs of the range of children who attend.

Improvements since the last inspection

The pre-school was asked to make a number of improvements regarding children's health, management of behaviour, confidentiality, special educational needs and the organisation of staff and children in each room. Children now have access to regular drinks and often help themselves from jugs of water when playing indoors and outdoors. A sick child policy has been developed and is shared with parents. Staff have attended behaviour management training and have a consistent and effective approach to managing behaviour. Children respond well and learn what is expected of them. Procedures have been developed to assist staff with the identification and assessment of children with special educational needs. Staff have attended training and liaise closely with other professionals and parents in order to provide appropriate support for children.

Systems have been improved and ensure that accurate records are kept regarding attendance, accidents, incidents and complaints. Information about the weekly topics is included in regular newsletters and planning is displayed so that parents are aware of the activities children are involved in. The importance of maintaining confidentiality with all information held and discussed by the pre-school has been acknowledged. Staff and committee sign agreements to maintain confidentiality at all times and ensure records are kept locked away.

Complaints since the last inspection

Two complaints have been received since the last inspection in May 2004.

The first raised concerns in relation to National Standard 12 - Working in partnership with parents & carers. Ofsted investigated by carrying out an unannounced visit on 14/07/2004 and two actions were raised in relation to National Standards 11 and 14. These were to develop staff's awareness and understanding of effective ways to manage children's behaviour, to ensure all records relating to daycare are readily accessible, and that accidents and incidents are recorded accurately and promptly. Both actions have been met. In addition recommendations for good practice were set against National Standards 2, 10 & 12.

The second complaint was received regarding a possible breach of confidentiality within the setting. These concerns related to National Standard 12. Ofsted investigated by carrying out an unannounced visit on 11/02/2005. All issues were addressed and as a result of the visit the following actions and recommendations were agreed to be met within the given timescale. Actions were raised under National Standard 12 - ensure that all staff and committee members maintain confidentiality at

all times, in accordance with the written procedures and National Standard 14 - maintain a record of complaints and include details of action taken to resolve any issues had been met. Both actions have been met. In addition a recommendation for good practice was set against National Standard 11- ensure that there is a named staff member who is responsible for behaviour management issues and for liaising with other staff, parent and carers.

The provider remains qualified for registration.

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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 the information shared with parents so they are involved in and can contribute to children's learning, and are aware of their progress and achievements
- review employment procedures to support staff in their personal development, for example through formal systems of induction and appraisal

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 a systematic approach to monitoring and evaluating all aspects of the provision to ensure consistency throughout the setting
- provide children with more opportunities to use counting and problem solving in everyday routines and to express themselves freely with a variety of creative materials

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