



Upton Methodist Pre-School

Inspection report for early years provision

Unique Reference Number	153445
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Inspector	Janet Armstrong
Setting Address	Dorchester Road, Upton, Poole, Dorset, BH16 5NN
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Registered person	Upton Methodist 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 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?

Upton Methodist Church Preschool has been established for approximately 37 years and operates from the Methodist Church Hall in Upton, Poole. They are run by a church committee and provide sessional care for 26 children from the age of two to under five years.

The preschool is open Monday to Friday, term time only from 09.00 until 11.45, with afternoon sessions on a Monday and Friday from 12.45 until 15.30. In addition, a

lunch club operates on Tuesday, Wednesday and Thursday from 11.45 to 12.45. The setting is in receipt of the government funding for three and four-year-olds. There are currently 35 children on roll, of whom 16 are funded. The preschool currently supports children who have special educational needs.

The accommodation consists of a hall and play room with access to kitchen and toilet facilities. There is also an enclosed outdoor play area laid to grass and paving.

The preschool employs a qualified play leader who has NVQ III in child care and education and five members of staff, of whom four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment. Regular cleaning routines followed by staff enable them to maintain appropriate standards of hygiene so that children can play and visit all areas safely. Children learn good hygiene practices through regular routines and positive discussions about what they are doing and why with staff. Children learn to wash their hands to get rid of germs before mealtimes and after using the toilet. They have access to liquid soap and paper towels to support them. This helps to reduce the risk of the spread of infection.

All the necessary documentation and records are in place to support children's health. All staff are first aid trained. Any accidents that occur are clearly recorded. Appropriate procedures are followed for the safe administration of medication. A sick children policy details appropriate procedures to follow to exclude infectious children and care for children should they become unwell whilst at the setting. Written parental permission is in place to enable the setting to seek emergency medical advice or treatment in an emergency situation.

Children have an appropriate introduction to a healthy lifestyle. They learn about healthy foods and lifestyles through planned topics and activities. For example, in a recent project on health, children learn about blood pressure from a visit from a local GP, they talk about bad foods and their effects and have participated in a disco for healthy hearts to raise children's awareness about the importance of exercise. Healthier snacks have been introduced. Brown bread is now used for toast and once a week children are provided with a fruit salad. However, children are not offered fruit on a daily basis to contribute towards the 5 a-day target. This gives them mixed messages about making healthy choices. Parents are encouraged to support their children's healthy lifestyles through providing a balanced packed lunch. Appropriate procedures are followed for obtaining information to enable staff to meet children's individual dietary needs. However, there is no system to record the discussions with parents detailing how to manage any allergies, food intolerances or medical needs in an emergency situation. This compromises children's health and well-being. Children's physical development is promoted well. Regardless of the weather, children have daily opportunities to become physically active and develop their large

motor skills through regular access to a range of equipment and planned activities, such as Sticky Kids music and movement tapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well. All the necessary precautions have been taken to reduce potential hazards and provide children with a safe environment in which to explore. For example, children's access to the kitchen area is restricted, heaters are protected with guards, exposed electrical points are protected with socket covers, door-stops prevent children's fingers being trapped when visiting the toilet facilities and the outdoor play area is securely fenced and gated. All the necessary furniture, equipment and play provision is in place. It is in a good state of repair and well-maintained to support the children's care and learning. Basic risk assessments are completed to identify potential hazards and how these have been addressed. These are supported by daily visual checks carried out by staff to monitor the safety of the environment and provision. The play areas have been set up well to provide children with plenty of space in which to move around. Children play under good levels of supervision to ensure they are safe in their play.

Children learn safe practices through basic rules in place, such as to walk and not run indoors, be kind to others, help tidy up and to share and listen. This helps children to keep themselves safe and enables them to make positive choices and helps them to get along with others. Discussions and activities raise their awareness of potential hazards around them. For example, they learn about stranger danger and how to cross the road safely using props to support them. In one planned activity, a group of five children identify what 'Jennifer' (a doll) needs on the beach in order to keep herself safe. One at a time, they pass the doll around, giving her suggestions of things to consider. For example, suntan cream, to sit in the shade, to wear a vest, to wear a hat and to drink orange juice. This shows children are aware of potential hazards in certain situations. Fire drills are practised every half term with the children. This enables them to follow appropriate procedures and safe evacuation of the premises in an emergency situation. However, written records of all drills completed are not always available for inspection.

Staff have a sound awareness and understanding of child protection issues to enable them to follow appropriate procedures should they have a concern about a child in their care. This helps to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settle quickly into the preschool routine. Staff are friendly and approachable and greet all children and parents as they arrive. This helps the children to settle and gives them a sense of security. Children receive good levels of support in their activities and have developed positive and trusting relationships with staff and each other. Children show high levels of confidence and self-esteem as

they move around the play areas, making free and independent choices in their play. They respond well to staff interaction and instructions and the regular routines, where they recognise what happens next. For example, the need to tidy up ready for snack time.

Children have free access to a good range of resources and play provision. To promote their personal independence and free choices, activities that they can help themselves to are clearly labelled with a smiley face. Younger children are involved in all the activities offered and are supported in their choices. For example, staff talk to and extend their language and imaginative play through supporting the children's free painting, play dough, role-play and ball games. Staff have attended in-house Birth to three matters training and have just started using the framework to plan for younger children's development. This enables staff to adapt activities and provide appropriate levels of support. However, younger children's development is not appropriately recorded in line with a suitable framework, such as the Birth to three matters to show the progress these children are making.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the early learning goals and steps within to support the children's learning. Generally, they work well together as a team sharing tasks and responsibilities. However, they are not always effective in working together as a team in some large group situations and as a result, children do not always benefit from these activities due to the many disruptions. For example, during story and singing time some children talk amongst themselves and wander off. Not all staff contribute towards ensuring that the children co-operate and listen. When these staff do make a contribution, the children ignore them. As a consequence, children become fidgety and lose their concentration and focus. Staff deploy themselves effectively in the children's free choice activities where they extend and challenge the children's language and mathematical skills well. For example, in the 'Italian Restaurant' and out doors where the children compare different lengths of ribbon. Planning sufficiently enables a broad and balanced curriculum to be delivered over the period of the year. It identifies a range of interesting planned activities to stimulate the children's learning. Although plans do not directly link to the individual children's learning needs, staff know the children well and provide them with appropriate levels of support. Children's written records of assessment contain well written observations of the children's achievements that are supported by photographs of the children at play and samples of their creative and mark making skills. However, whilst assessment records sufficiently record the children's progress through the six areas of learning, there is no system in place to record children's achievements through all the steps to ensure they are provided with appropriate challenges. For example, through their play, some children show they are achieving higher than their assessment records enable them to, such as in their handwriting and writing skills.

Children have good levels of self-confidence and self-esteem. In large group situations, they confidently say good morning to each other and share their thoughts and ideas. They have formed positive relationships with staff, whom they depend on to meet their care needs. They play well alongside each other and are starting to seek out friends to sit next to at snack times. Children are learning to manage their

own behaviour to enable them to play nicely through sharing and taking turns. Children show increasing personal independence. The more independent children use toilet facilities unsupervised. Those children in need of supervision are encouraged to use the facilities unaided. All children show good independence at snack time where they use knives to spread the margarine on their toast. Children use their language confidently to communicate with others. For example, a four-year-old states "I hope it doesn't rain, I don't like it when it chucks it down, only when it rains a little and I can jump in the puddles!" Children show a good awareness of the speaker and make a positive contribution to discussions and stories. For example, children help a member of staff to tell the story of the three little pigs. They make their own contributions as to what the pigs might have had for breakfast and what to pack when they leave. For example, pants, bananas, trousers, a teddy and a T-shirt are suggested items that will be needed. Children have regular opportunities to mark make. They learn that writing carries meaning through planned activities where children learn to form recognisable letters to write their own names and through their play. For example, in role-play children use a pen and paper to take down customers orders in the 'Italian Restaurant'. However, there is insufficient recorded evidence to show that children's handwriting and writing skills are sufficiently challenged and progressed through all the steps.

Children use their knowledge of numbers to count up to 10 and beyond in their play. For example, a four-year-old counts up to four to identify the number of wheels. In water play, children are able to identify the plastic numbers that they catch in their net, such as 6, 3, 2, 8. Children are appropriately introduced to simple calculation and number problem solving. For example, at snack time when one child leaves the table, a member of staff asks the others "X has left to play, so we had five children (uses her fingers to demonstrate), one has gone, how many children are left?" Three and four-year-olds count the number of fingers one at a time and identify there are four children left. Five - one = four. They learn simple calculation through familiar rhymes and songs, such as five currant buns where they learn to count from five down to zero. Children have opportunities to explore and investigate using their senses through a range of planned and free choice activities. For example, they use their touch and memory in 'Kim's game'. In an experiment using food colouring and daisies, children explore and guess the colour their flowers will change to. Children enjoy a range of topics that introduce them to the natural world in which they live. For example, looking at the life cycle of frogs and butterflies. Children use modern day technology with increasing skill. They complete simple tasks on the computer, showing good control and co-ordination using the mouse.

Children have plenty of space to move around in, both indoors and outside where they gain good control and co-ordination of their bodies. They show good spatial awareness as they avoid obstacles and others at play. Children use a range of equipment to develop and practise new skills. For example, they kick and throw balls to each other and into a football net, they practise using stilts to improve their balance and enjoy ride-on-toys, using the pedals to propel themselves as they negotiate and manoeuvre around obstacles. Children are gaining a good awareness of their own health and body. For example, they recognise when they are thirsty and help themselves to a drink of water and they learn how to take care of themselves in the sun. Children develop their fine motor skills and hand-eye co-ordination through

access to a good range of activities, such as tap-a-hammer, play dough and use of scissors. Children explore media and materials through a range of adult led and structured activities, such as a variety of different painting techniques, cutting and sticking, baking activities and papier-mâché. Children have access to some creative materials to initiate their own art and design. Children use their imagination well to act out familiar and imagined situations. For example, the role-play area has been turned into an 'Italian Restaurant'. Children enjoy acting out the various roles of customer, chef and waiter/ress. Whilst a three-year-old chef make pizzas, a four year-old waitress takes orders from her customers. When one customer complains that they don't like mushrooms but would like extra ham, she calmly responds "there's no extra ham. Have a potato instead!"

Helping children make a positive contribution

The provision is satisfactory.

Children have a good introduction to their local community. They participate in some of the Methodist Church services, such as nativity, Mothering Sunday and a leavers service for those children moving up to school. A recent project has raised their awareness of local facilities and landmarks within Upton, such as local shops, the library, their preschool, the doctors surgery, the Clock Tower and school. They learn about the various roles of those around them, such as the vicar, health visitor and Doctor who visit regularly. This enables children to make connections with the different aspects within the community and gives them a sense of belonging. Children have a good introduction to diversity and the wider world in which they live through access to play provision, such as dolls, books and small world play. They celebrate a range of festivals, such as Diwali, Chinese New Year and Holi, as well as a typical western celebrations. They have tasted different cheeses, breads and spices from around the world to raise their awareness of different cultural lifestyles. There are effective systems in place to support children with disabilities and learning difficulties. Staff work closely with parents and other agencies to ensure that children's development is appropriately supported and progressed.

Staff are positive role models. They are calm and use appropriate strategies to help children manage their own behaviour. They clearly explain to children any inappropriate behaviour and the effect this has on others to enable them to get along with each other. Children learn to share, care, be kind and take turns. For example, when using the computer. However, children do not always receive consistent messages from staff in some large group situations. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Appropriate documentation and ongoing discussions with parents enables staff to meet the children's individual needs well. All the necessary written consents and agreements are in place with parents. Daily verbal discussions keep both parties informed and up-to-date to support the children's well-being. This also enables staff to provide children with a sense of security and continuity of care. Parents receive written information about the setting and its aims. They have access to the setting's written policies and procedures and are well informed about the early learning goals and what children learn through

regular newsletters, a notice board and wall displays. Regular drop-in mornings enable parents to discuss their children's progress and see their child's records of assessment with key workers. A written complaints procedure is in place. However, this and procedures followed do not reflect the current legislation to enable any complaints to be managed appropriately. This is a breach of regulation.

Organisation

The organisation is satisfactory.

Good organisation of the premises and use of the outdoor play area provides children with many opportunities to experience a wide range of activities. They have free access to a good range of play provision through independent choices and those activities set out by staff. Staff interact naturally with the children and deploy themselves well in the children's free play choices. They are friendly and approachable and children respond well, making a positive contribution to conversations and in their play. However, some staff are not always effective in their management of children's behaviour in some large group situations. There are clear procedures in place for the recruitment and vetting of new staff to determine their suitability and keep children safe. Most of the necessary documentation, consents and records are in place. Although not all practices and documentation sufficiently promote children's health and learning or enable management to correctly manage any complaints made by parents. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. A strong management structure enables staff to feel secure in their roles and focus on the day-to-day activities and running of the sessions. Staff are encouraged to attend regular training courses to update their skills and child-care knowledge. Staff meetings held every term enable them to share any concerns and ideas. Informal systems are currently in place to support staff development. However, management recognise the importance of appraisals and intend to introduce these in the near future. There are effective systems in place to enable management to assess their own strengths and weaknesses and evaluate and monitor the effectiveness of the nursery education provided. On a regular basis, a committee member reviews and inspects to assess the effectiveness of staff, the health and safety of the children and evaluate the activities offered and the impact this has on the children. This enables staff to continually update and improve on the support and range of activities they provide for those children attending.

Improvements since the last inspection

At the last inspection the provider agreed to improve the recording of accidents and information held in the complaints policy. They agreed to improve the range of activities and challenges offered to cater to children's individual abilities and improve organisation of paperwork and staff effectiveness with regard to their responsibilities and management of children's behaviour. They also agreed to implement procedures to monitor and evaluate the quality of the provision provided and to improve staff's knowledge of the Foundation Stage and use this to improve planning and the activities offered.

Overall these have been addressed well. Children's full names are now detailed in accident reports and Ofsted's contact details are included in the complaints policy. Creative activities have been extended and adapted to support children's individual needs with different challenges provided to meet the range of abilities. This enables each child to achieve, develop new skills and reach the end product. Paperwork has been reorganised and is now stored in clearly labelled folders accessible to staff on shelves within the setting. Staff roles are now identified in the planning to ensure they are actively involved in the activities available. Staff have attended training to enable them to use effective strategies to manage children's behaviour. However, not all staff are effective in managing children's behaviour in some large group situations. Committee members are now more aware of their role and play an active part in supporting staff, ensuring that activities, sessions and planning are effective in meeting the children's needs. Staff have a clear knowledge and understanding of the foundation stage and support the planned activities well.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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 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 children's access to healthy food options on a regular basis
- develop an appropriate system for recording younger children's progress, for example, in line with Birth to three matters framework
- ensure appropriate procedures are followed for managing complaints and ensure a system is in place to record any complaints, that are available to parents on request in line with current 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):

- ensure appropriate systems are in place to record children's development to enable them to make progress through the steps in the six areas of learning
- further increase children's access to creative resources to enable them to initiate their own art and design
- improve staff effectiveness in some large group situations to ensure they work together as a team to enable children to benefit from the activities offered.

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