



Clanfield Community Pre-School

Inspection report for early years provision

Unique Reference Number	EY332187
Inspection date	06 July 2006
Inspector	Lisa, Marie Ellis
Setting Address	Petersgate Infant School, Green Lane, Clanfield, Waterlooville, Hampshire, PO8 0JU
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Registered person	Clanfield Community Pre-School
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 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?

Clanfield Community Pre-school has been operating since 1992 but registered in its existing premises in 2006. The pre-school is committee run and is in temporary accommodation within Petersgate Infant School in Clanfield, Hampshire. The pre-school has sole use of a classroom and shared use of specific areas within the school. Children have direct access to the outside play space which includes a covered play area. The pre-school is open during term time for sessional or full day

care. Children can attend sessions between 08:30 and 16:00 hours. There are 38 children on roll of which 26 children are in receipt of government funding for nursery education. The pre-school has systems in place to support children with learning difficulties and/or disabilities and those who have English as an additional language. There are five members of staff who are all either qualified or working towards a childcare qualification. The pre-school is supported by the local early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's dietary needs are met and they are learning about healthy eating through the snack bar which provides them with varied and nutritious food such as raw vegetables, fruit, brown bread and crackers. Staff ensure that all children access the snack bar during the session and make records of what they eat to help ensure they are getting a balanced diet. Parents of children that stay to lunch are advised to include an ice pack in their lunch boxes to ensure food is stored at an appropriate temperature to promote the children's health. Children are provided with regular drinks and bring in their own water bottles which they can access at any time. This encourages them to drink often to ensure they do not become dehydrated.

Children benefit from the good hygiene practices that are promoted throughout the sessions to reduce the spread of germs. Staff wear disposable aprons when preparing food and wear gloves to change nappies. Anti-bacterial wipes are used on tables between activities and children are taught to minimise the risk of cross contamination by washing their hands after toileting and before eating and by using disposable paper towels to dry them. Children demonstrate a good understanding of why they must wash their hands by talking about getting rid of germs that might give them a poorly tummy. Children are well protected from the spread of illness and infection as the pre-school has a policy to exclude those that are unwell.

Children are able to be dealt with promptly following accidents as all staff hold current first aid qualifications. Accidents are recorded and signed by parents although records do not specify what times accidents occur. Children are protected from the effects of the sun as they wear sun hats and have sun cream applied to prevent their skin from burning.

Children have regular opportunities to participate in a good range of physical activities which helps contribute to their healthy lifestyles. There is an outside play area that leads directly from their base room which is partially covered and used in all weathers to practise physical skills as well as activities such as sand and water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and stimulating environment where the use of space is maximised and their work is displayed to decorate the room and make children feel involved in the group. They also have the use of the school hall and library and outside space which includes grassed and tarmac areas. Although space in the base room is restricted, it is well laid out so children can move around safely to access separate areas for table top and floor activities.

Children's safety is given a high regard and they are cared for in a safe and secure environment where access to visitors is controlled and children cannot leave the room unnoticed. When accessing areas outside of the base room, children move their name cards to indicate where they are going which results in staff knowing exactly where all children are at all times. Children are accompanied by a member of staff whenever they leave the base room to ensure good levels of supervision are maintained.

Children are able to self-select resources from low-level storage units and from toys that have been laid out for them. This increases their personal independence and allows them to choose from a good selection of high quality, clean and safe equipment that covers all areas of learning.

Children's safety is promoted as risk assessments are carried out on a daily basis to ensure the premises are suitable for their arrival. Fire drills are practised regularly and the group has identified that the children would benefit from practising them more frequently. Procedures for outings are good with written consent sought from parents; additional adult helpers and a plan to follow in the event of an emergency to ensure children's safety.

Children are well protected from the risk of harm when in the pre-school as all staff have participated in child protection training, have a good knowledge of the signs of abuse and know the correct procedures to follow should they have concerns regarding a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The quality of care for children aged under three years is good. Staff make effective use of the Birth to three matters framework and plan activities to cover all the components to help children to make progress in their play and prepare them for the Foundation Stage. Younger children are able to participate in the same activities as the older children as staff are aware of how much adult involvement is required to help children learn. Written plans show how activities are simplified to make them suitable for children of all ages. Children are helped by staff where appropriate, for example when learning new skills such as using scissors.

Children have established good relationships with staff and occasionally go to them for reassurance and cuddles before moving on in their play. Children are encouraged and praised by their peers and the staff throughout the sessions. This greatly helps increase their self confidence and levels of perseverance.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of their development as staff plan a good range of activities that are worthwhile and aid children in their learning. Children are keen to come into pre-school and are confident enough to talk and sing in front of the whole group. Children play very well together and often involve staff in their play, making them dress up which they find very amusing. They are very well behaved and have a good understanding of the behavioural boundaries which ensures a harmonious environment. Children play co-operatively and are good at sharing and taking turns, showing patience when waiting for others to finish with particular equipment before they have a turn.

Children are independent within the setting. They choose their own snacks, fetch their own plates and cups, pour their own drinks and butter their own crackers and bread. Children help to tidy up after themselves by washing their cups and plates when they have finished with them. Children have very good attention spans and often play with resources of their choice for extended periods of time. Staff encourage children in their play and help provide challenges to make them think and to use their problem solving skills.

Children make good use of the writing equipment with many of them able to write their own names, spelling them out phonetically as they do so. All children are able to hold writing tools correctly and often ask staff to write words for them to trace over or to copy, which they can do competently. As staff write words they spell them out to help develop children's understanding of linking sounds with letters. All children are able to recognise their names which are written on cards that are used throughout the sessions.

Children often access the book corner independently showing a love of books. When reading aloud staff make the stories interactive by encouraging the children to use props and allowing them to join in and predict what happens next. For example, a child broke into song during a story that mentioned an owl called Bill, singing the theme tune from Bill and Ben. At this point other children giggled and joined in with him, showing they are relaxed and confident within the group.

Children confidently use mathematical and positional language in play, use number in the correct context and count out using one to one correspondence. They correctly talk about more and less than and are learning about basic calculation through number rhymes such as 'five currant buns'. Children are able to sort items into sets by colour and size. Assessments indicate that children are learning to recognise numerals and shapes.

Children confidently use programmable bugs and instruct robots to perform basic functions such as moving forwards and backwards. They are developing their sense of place as they recall what they have previously learnt about their local environment. They are familiar with the routines of the pre-school and demonstrate a good understanding of the time lines that are used to indicate the next activity. Children learn about the wider community via visits from the police, fire safety officers and the lollypop lady who have all visited the pre-school to talk to the children about their

jobs. Children enjoy talking about future events such as the older ones who are due to leave pre-school very soon to start primary education.

Children have developed good fine motor skills and hand-eye co-ordination by participating in activities such as cutting and using marble runs. They have lots of opportunities to construct during sessions and are beginning to do so with purpose such as by copying pictures to make their desired models. Children recognise changes in their bodies and often announce that they are hot and thirsty and need a drink to cool down.

Children demonstrate very good spatial awareness within the pre-school where space is limited. They are skilled at moving competently around objects, for example, furniture indoors and markers on the floor outside when participating in running races.

Children have free access to a range of art materials that they can use to express their creativity. Some craft activities are planned for children but staff allow them to interpret them as they like, for example, helping them draw a picture of themselves by fetching them a mirror to look at their reflection before they begin to draw. Children show very good imaginations when in role-play situations, staff help this play to be effective by providing children with the resources to act out scenarios but only joining in when children invite them to. Written plans show that children are able to express themselves through music and can access instruments independently.

The pre-school uses a key worker system with all staff having a good understanding of the Foundation Stage and how it is used to help children to make progress towards the early learning goals. All staff are involved in making observations on children which are used to inform future planning to help all children reach their full potential. Staff are aware of children that require additional guidance in their learning and those that can be challenged further. This is reflected in the plans that show differentiation to ensure children are set realistic goals. Plans relate directly to the stepping stones so it is clear for staff to see any gaps in the range of activities provided for children. The plans for focused activities clearly reflect the learning intentions to enable staff to focus on the purpose of particular activities. The system for recording observations and making assessments is displayed on the wall so all staff can see what individual children are working towards. This is a new system which staff are monitoring to ensure it's effectiveness.

Helping children make a positive contribution

The provision is good.

Children are learning about the local environment and wider world through walks in the local area and books and resources that reflect diversity. Equality is reflected in the setting as all children have equal access to the equipment and can all participate in the full range of activities on offer. Staff have experience of caring for children with learning difficulties and disabilities and work with the parents to ensure individual needs can be fully met. This ensures that children's social, moral, spiritual and cultural development is fostered.

Children have a clear understanding of the rules and routines of the pre-school and follow them well to ensure the smooth running of the group. Children are kind and helpful to their peers and the staff and assist by helping to tidy up between changes in activities. Children are quick to respond to the requests of the staff regarding discipline. For example if they are reminded not to run indoors, they immediately stop and walk. Children take it in turns to be the 'special helper' each day. The children value this task and receive a certificate telling them what they have done that day that is special. A similar procedure is followed to reward good behaviour and to recognise accomplishments to encourage and value children and their contributions to the group. Effective systems are used to manage unwanted behaviour using happy and sad faces to indicate how others may feel if unwanted behaviour persists.

The partnership with parents and carers is good. Parents are invited to information evenings where they receive talks on the Birth to three matters framework and the Foundation Stage curriculum to give them an understanding of what their children will be working towards. New parents are asked to complete 'all about me' paperwork to give staff an idea of what individual children's starting points are. This information is used when staff observe the children and is used to inform future planning to ensure it is pitched at the right level for each child. Parents receive reports each term to show their children's progress and highlight individual aims for the next stage of learning. Parents can access their children's folders at anytime and are given them as a record of achievement when the children go on to school. They also receive 'I can do' books which makes a record of what children can do such as recognising and writing their names as well as recognising colours and numerals.

Parents are provided with monthly newsletters that give them information about topics and events and gives them reminders of how they can be involved in their children's learning. For example they are often requested to bring things from home that relate to the letter or topic of the week for show and tell time. They are frequently reminded that the group is run by a parent committee and are invited to either help on the committee or come and share their skills with the children, for example, by showing children how to bath a baby or showing them how to knit. There is a parent's rota in place that is used for assistance in the pre-school for activities such as walks in the local area and cooking.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are very well supervised at all times with good staff to child ratios to ensure the children's safety. All of the required paperwork is in place, is stored confidentially and is shared with parents where necessary to promote the children's welfare. However, some of the required elements are missing from the documentation such as surnames in records and times of incidents in the accident book.

Leadership and management is good. The group is run by a very involved committee that works well with the staff team. A comprehensive operational plan is well used in practice to ensure the smooth running of the setting. It is written in terms of the

outcomes for children using the National Standards and Foundation Stage guidance to ensure that the care and education of the children is given a priority.

Appropriate systems are in place for the vetting of new staff although there are no formal procedures in place for ensuring their ongoing suitability. Staff benefit from an induction procedure which covers all areas of care and education and highlights individual roles and responsibilities so they are fully aware of the requirements of their job descriptions. All staff are either trained in childcare and education or are currently on courses to achieve a recognised qualification. Appraisals are undertaken annually to monitor the effectiveness of staff and to highlight any further training needs.

The setting is very aware of its strengths and weaknesses. Regular self assessments are carried out which results in short term action plans being drawn up. Tasks are then delegated to ensure improvement in the outcomes for children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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

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 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):

- formalise procedures to ensure the systems for checking the ongoing suitability of staff are rigorous and robust

- ensure all documentation reflects children's full names and that the accident book reflects the times that incidents occur

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):

- continue to monitor the observation and assessment system to ensure it's effectiveness in showing children's individual progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk