



Longleaze Pre-School and Nursery

Inspection report for early years provision

Unique Reference Number	199369
Inspection date	20 September 2006
Inspector	Rachel Edwards
Setting Address	Byron Avenue, Wootton Bassett, Swindon, Wiltshire, SN4 8BA
Telephone number	01793 848978
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Registered person	Longleaze Pre-school and Nursery
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?

Longleaze pre-school and nursery moved to its present site, within the grounds of Longleaze Primary School in 1993. It operates from two mobile classrooms with access to toilets, a kitchen, an office and a fully enclosed outside play area. The group have the school's agreement to use the adjacent playing fields. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The pre-school and nursery serves the local community.

The group is registered to care for no more than 40 children aged two to five years. There are currently 54 children on roll. This includes 33 funded three and four-year-olds. There are children attending with English as an additional language.

The group is open during school term times. It opens for a variety of morning and afternoon sessions between 09.00-15.00. Children are divided into those who are under and those who are over three years old. The group also organises parent and baby and parent and toddler groups.

A full-time manager, who is a qualified teacher, works with the children. In addition there are six part-time staff also working with the children. Three of these have early years qualifications and two are on training programmes. The setting receives support from the local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean and very welcoming environment. They are protected from illness and infection by staff following good procedures, for example, when preparing food or by not accepting children who are unwell. Children are learning about the importance of good hygiene as part of the daily routine. They are shown how to thoroughly clean the tables before meals and they understand why they must wash their hands after the toilet and before eating 'to stop germs getting in their tummy'. Several children attend for the whole day and there is no provision made for those children who need to sleep or rest quietly.

Children are given a range of healthy snacks, such as fresh fruit or vegetable soup, that they have helped prepare. They enjoy cooking activities and the social occasion of sitting together for meals and this encourages them to try new tastes and learn about healthy eating. However, staff do not always encourage children to eat the healthier items they bring in their lunch boxes. Pre-school children confidently help themselves to fresh drinking water from a dispenser in the playroom, whilst younger children are offered regular drinks, which is beneficial to their health.

Children develop a positive attitude to exercise through daily, physical outdoor play. They use a range of small and large equipment, to help develop strength and control over their bodies. For example, they enjoy pedalling and scooting at speed and show good control as they steer carefully around the cones. Children are taken outside to play as a large group twice each day but they are not able to choose to play outside when they wish. Most of the outdoor area is hard surface and the children do not have access to a smaller grass area which would benefit their learning and enjoyment across the curriculum. Children practise and develop their hand-eye co-ordination through many activities, such as the safe handling of a range of tools, including pens, brushes and scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given extremely high priority within the group. There are very secure systems for the safe arrival and departure of the children. The indoor and outdoor areas are secure and children are very well supervised at all times, so that accidents are minimised. Staff trained in

administering first aid, are always present so that they could act in the children's best interest if there were an accident. Children are able to play with a wide range of good quality equipment that appears to meet safety standards. Staff are careful to ensure that younger children only access materials appropriate to their stage of development. In addition, children are starting to share responsibility for their own safety through practical activities, including taking part in emergency evacuation drills, learning about road safety on walks and tidying away toys to prevent trip hazards. Children move around the provision safely and confidently.

Children's well-being is supported by staff who have a secure understanding of child protection issues, confidentiality and the correct procedures to follow if concerned about a child. There are appropriate arrangements for making parents aware of the provider's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy the time they spend at the provision. They enter happily and confidently and those who find it harder to separate from their carer are given excellent support from the warm and caring staff. Staff nurture children's confidence and self esteem and help them make good progress in all areas of their development. Staff are experienced and knowledgeable and use their understanding of early years guidance, such as the Birth to three matters framework and the Foundation Stage curriculum to provide a stimulating and enjoyable range of activities and good quality nursery education.

In both rooms, staff have created a vibrant, attractive environment. There are many examples of children's work, attractively displayed. The space and resources are well organised so that children can initiate their own play and follow their own interests.

Children settle quickly to the activities on offer and enthusiastically choose resources they need. For example, children in the two year old room, enjoy exploring the ball pit, lying spread-eagled on the bumpy surface, whilst a group of older children in the pre-school busily sell fruit and vegetables from their role play shop. During these times, children interact closely with their peers, they learn to play co-operatively and share and take turns very well, for example, whilst building a train track. They are developing social skills as they share a meal together or listen attentively to others telling their news. Children demonstrate a real sense of belonging to the group as they quickly find their names to self register, hang up their coats on their named pegs, collect a mat to sit on for circle time and enthusiastically work as a group to choose the name for the new goldfish. They have formed warm, positive relationships with the staff and their peers.

Staff are highly skilled at quietly observing children and guiding their play so that they maximise the learning opportunities. For example, a three year old is delighted to find two marbles under the cupboard and a member of staff is quick to suggest she builds the marble run for them. This soon turns into a complex game involving several children playing co-operatively and concentrating for long periods as they experiment with different designs. Staff are sensitive to children's needs, for example, a two-year-old does not want to dirty his hands during a hand printing activity, so the member of staff allows him to paint her hands instead, so that he is able to join in.

Staff carefully monitor and record children's development but do not consistently use this information to plan activities that will help each children progress at their own pace. For example, plans do not always show how activities can be adapted to provide sufficient challenge for children of differing abilities.

Nursery Education

The quality of teaching and learning is good. Children are eager and enthusiastic to participate in a wide range of stimulating and relevant activities. Staff have a thorough understanding of how children learn and there is much spontaneous learning through practical everyday activities, such as preparing the snack.

Children enjoy listening to the well presented story time and begin to gain an awareness of the sounds within words and the letters to which these are linked. They love to snuggle up in the really cosy book corner and enjoy a range of books, including some they have helped to make themselves. Children's language and communication skills are effectively developed during the well organised circle times, when interesting topics are discussed , such as the arrival of the new goldfish. Through the imaginative use of a large dice and number cards, children understand that they will get a turn to talk about their item from home, during the session, whilst at the same time learning to recognise numerals. Children have many opportunities to make marks, for example, with large brushes and water outside or attempting to write their names on art work. They understand that print carries meaning, for example, when their suggestions for the new goldfish's name are written on pieces of paper, put in the pot and the winner chosen.

Children count well and practice throughout the day, for example, counting children, adults and plates at snack time. They use numbers spontaneously in their play, such as counting marbles as they go down the chute. They are beginning to compare groups of objects using language, such as more or less and heavier or lighter. A child confidently instructs another 'we need the big box, not the small one, for the aeroplanes'. They are using their developing understanding of numbers to solve simple problems and add and take away, for example, as they lay the table and work out how many plates they will need altogether. Staff take every opportunity to help children's mathematical development.

Children are given freedom, encouragement and a variety of resources to help them create imaginative and individual art work. They discuss what they are doing and there is much lively conversation.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play an active role in the setting. Children with special needs and those for whom English is a second language, are included and very well supported. There is a strong emphasis on valuing children's individuality and raising their self esteem. To achieve this, staff work closely with parents to make sure that children's interests and needs are known before the child starts and that there are ongoing discussions throughout the child's time at the setting. Staff know the children and their family circumstances well and this helps build trusting relationships.

The partnership with parents is good. Parents receive good quality information about all aspects of the pre-school and nursery, through notice boards, newsletters, photographs, twice yearly parents' evenings and daily discussions with staff. They are encouraged to become involved in the setting, for example, by serving on the committee, helping with fund raising or helping out at sessions. They are not however, invited to contribute to their child's developmental records nor do staff offer parents suggestions of practical things they may like to do with their child outside the setting to reinforce new ideas and help them continue in their learning.

Children's behaviour is excellent. Staff are sensitive to children's level of understanding and consistently use positive methods to encourage good behaviour. Staff are excellent role models as they treat each other and the children with kindness and respect. As a result children are polite, considerate and show concern for others, such as offering to look after another child on their first day. Children have regular opportunities to learn about each other and the wider world through meaningful activities, such as cooking, stories and craft and through welcoming visitors from different professions and backgrounds to the setting and by going on outings to places of local interest. This positive approach fosters their spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is greatly enhanced by the very good quality of organisation. The committee, management and staff constantly review their practice and explore new initiatives that will benefit the children. For example, they have recently undertaken the Bristol Standard of accreditation and have attended training on a new approach 'Learning to learn'. There are thorough policies and procedures in place, which are consistently applied. Robust procedures are followed to ensure only suitable adults work with the children. All of the required documentation is in place. This benefits children's health, safety and well-being.

Very good use is made of indoor space and resources to provide a stimulating and welcoming environment for children. For example, resources are organised to develop children's independence and encourage them to initiate their own play. However, children would benefit in all areas of their learning from the development and greater use of the outdoor area.

The leadership and management of the Foundation Stage are good. Staff work extremely well as a team and are well deployed to meet children's physical, emotional and educational needs. The well qualified and experienced manager acts as an excellent role model for other staff to develop their teaching skills. The setting is generally effective in identifying areas for improvement and taking positive action, for example, by supporting less experienced members of staff in help with planning.

The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

Since the last inspection, the setting have made good progress in addressing areas of development.

To improve the standard of care; they were asked to improve the fire exit ramp, which is no longer a hazard to those using it. They were asked to obtain written parental permission to seek emergency medical treatment. This is now in place, which will benefit children in an emergency. They were asked to ensure the person in charge is suitably qualified. The current manager is a qualified teacher and her knowledge and experience are of benefit to the children. They also had to ensure there was a procedure for staff to follow, should they lose a child. This is now in place.

To improve the nursery education; they were asked to use children's assessments to inform the planning. This is occasionally done and staff have recently received training in this area, so that they are now clearer about how to plan activities that move children onto the next stage in their learning. They were also asked to provide more opportunities for children to solve simple problems, which they now routinely do in practical everyday activities. They were asked to provide more opportunities for children to use and learn about every day technology. Children do not currently have the use of a computer but they do have other opportunities, such as operating the CD player and using a digital camera and printer. They were asked to allow children to use their imagination in art and design. Staff now encourage children to use a variety of materials and experiment freely so that they produce imaginative and individual art work. Finally, they were asked to plan the use of the outdoor area, especially to help children develop large muscle control. Outdoor sessions are now planned and provide challenging activities that help children develop strength and good control over their movements. However, use of the outdoor area is not maximised to help children develop in all areas of their learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- make suitable provision for those children who need to sleep or rest quietly
- maximise the use of the outdoor area to allow children greater freedom to play inside or outside and to encourage all areas of children's development

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):

- explore ways of involving parents further in their child's learning and to contribute to their child's developmental records

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