



ABC Pre-School (Ipswich) Ltd

Inspection report for early years provision

Unique Reference Number EY318888
Inspection date 30 June 2006
Inspector Deborah Kerry

Setting Address 537 Foxhall Road, Ipswich, Suffolk, IP3 8LR

Telephone number 01473 718296

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Registered person ABC 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?

ABC Pre-School has been open since 1983 and has recently re-registered to become a limited company. The group are situated in a modular building on a playing field in Ipswich.

A maximum of 24 children may attend at any one time. The pre-school is open term time only every week day morning from 09.00 until 11.30 and on Monday, Tuesday, Thursday and Friday afternoons from 12.30 until 15.00. The children have access to

two fully enclosed outdoor play areas.

There are currently 62 children from two years six months to five years on roll. Of these, 47 children receive funding for nursery education.

The group currently support children with learning difficulties and children who speak English as an additional language.

The pre-school employs 12 staff and two regular volunteers to work with the children, of these seven of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through the good hygiene routines and practices that staff follow. For example, staff wash their hands, tables are sprayed and wiped before snack, then the crockery and the kitchen are cleaned afterwards. There are clear procedures for changing nappies that prevents cross infection. Children wash their own hands before snack and after using the toilet, developing their understanding of personal hygiene well. Children's health and any allergy or dietary needs are recorded and respected by staff. All staff hold current first aid certificates, however, the first aid box has only one triangular bandage, this is insufficient for 24 children.

Children are provided with a wide variety of food for snacks that promotes their healthy growth and development well. A five weekly rota for snack is displayed on the notice board to inform parents what the children will be having for snack each day. Discussions take place on healthy eating as children help to cut up fruit to make fruit shakes or 'jungle juice' so they can experience how the different fruits taste.

The book corner or gazebo outside provide a quiet place for children who want to rest or sit quietly. There is good use made of the outside area and the gazebo is used to provide shade so that the temperature can be monitored in hot weather, so children do not overheat. Children's healthy growth is developed well as they can run, climb, slide and jump using the large equipment outside and inside they move and dance to music or story tapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well as the premises and garden are secure, staff monitor the doors at the beginning and end of the session ensuring children cannot leave unsupervised. Floor plans show the layout for resources and equipment so there is sufficient space and children are able to move around safely. Staff carry out daily checks on setting up and at the end of the session, this ensures children's safety is given high priority. The facilities available allow children to use the toilet and

wash their hands promoting their independence well and staff give support to younger children if needed.

The policies on selecting equipment ensures that they are all safe, suitable and promotes children's development. The annual risk assessment on all areas promotes children's safety well and any spills are cleaned up when they occur, further promoting children's safety. Fire drills are practised each half term ensuring that all staff and children know the procedures and what they should do in an emergency. Children are developing a good understanding of keeping themselves safe and staff give gentle reminders for them to sit on their chairs correctly and to walk nicely instead of running.

There are comprehensive policies and procedures in place to promote the welfare and safety of children. Staff have attended training on child protection and they all have a good understanding of what steps to take should they have concerns for a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

There is good use of both indoor and outside play areas during free play, children are able to choose to be inside or outside. At snack time the children are separated into two groups, this ensures that children are involved, occupied and snack time is shorter. Children are also provided with a broad range of play and learning opportunities, there are a variety of activities available at each session to capture children's interests.

Displays around the setting on the 'Birth to three matters' framework keep parents informed about the planned activities for younger children. Some of the staff have attended training to support the younger children's development and the planning of activities around the framework.

Nursery Education

Teaching and Learning is good.

The planning covers a broad, balanced range of activities that includes all six areas of learning and other cultures. All the staff have input their ideas for planning through regular staff meetings, the children's progress is also discussed and used to help when planning future activities. Each child has a key worker who undertakes regular observations on children, recording them on 'post-it' notes which are then transferred to their individual profiles, showing their progress. Children with additional needs are supported well with an individual education plan written up and reviewed regularly as the children progress. There is good discussion before the session starts on how the staff will be deployed and which activities they will be supporting children with. The short term plans cover all the six areas of learning, however, they are not clearly linked to the stepping stones or early learning goals. The adult focused activity sheets are not always completed, so they are not being evaluated for future learning, however they do show differentiation for the children's differing abilities and ages.

Children are able to sit quietly at snack time and wait for the fruit to be passed to them, as they each take a piece. All children help to tidy up and staff give them praise for their efforts promoting their self-esteem and confidence well. Children are given clear explanations by staff on what is expected of them promoting positive behaviour. Children enjoy listening to stories and joining in with familiar ones, helping to develop their language and vocabulary. Staff make effective use of snack time to develop children's understanding of linking sounds and letters well as they talk about "crunchy cucumber and crackers" and making "jungle juice".

Activities around problem solving are incorporated well at snack time. For example, counting the number of children present and deciding if there are enough pieces of fruit for everyone. Staff ask if more or less are needed, and discuss the shapes of the fruit and vegetables when they are cut and what shape the crackers are, promoting children's understanding of shapes well.

Children are able to investigate their environment through the topic on 'mini beasts' and are able to design and construct using play-dough, bricks and Duplo. Children are able to develop their understanding of technology when using telephones and the computer, as they play games on the alphabet and letter sounds. More able children know when their next birthday is and the daily routine of the session helps to promote children's understanding of time. Topics on different world festivals are celebrated throughout the year helping to develop children's understanding of other cultures and beliefs.

The good use of both the inside and outside play areas promotes children's physical development well, as they are able to run, jump, climb, pedal and slide using the range of large equipment available. Children enjoy following the actions to story tapes as they 'go on a bear hunt' inside. Children's sense of bodily awareness is promoted well as staff talk to them about how they are feeling after moving to the story tapes. They ask if children are thirsty and need a drink after being outside in the hot sun. Children's hand-eye coordination and their small physical skills are developed well through completing puzzles, using paint brushes, pencils, scissors and knives for spreading at snack time. Children are provided with a wide range of materials for their collage and craft activities. Children's imaginations are given free range in the role play area as they dress up, dance and some are able to play musical instruments, sing and recite rhymes simultaneously.

Helping children make a positive contribution

The provision is good.

The group welcome all children and their parents. The parents are invited in to help support any topic or theme the children are covering through using artefacts or by using any special talents they may have. There is a range of resources and topics to promote children's understanding of the wider world. The group has had a visit from the lollipop lady, police and fire officers from the local community for the topic on 'special people'. The activities are adapted so that all children can participate and any children with additional needs are given extra support to ensure that they are able to make progress in their development. Children's social, moral, spiritual and cultural

development is fostered.

Staff have a calm, consistent attitude to behaviour management and children are given gentle reminders about what is expected of them, promoting positive behaviour. Parents are welcomed and greeted warmly by all staff when they arrive at the setting. If parents help during a session their duties and responsibilities are set out for them and clearly displayed in the kitchen. Posters and displays on 'Birth to three matters' framework, promote parents knowledge on how younger children are learning and are able make progress in their development.

Partnerships with parents and carers is good.

The open day helps to inform parents about how their child learns and information on the Foundation Stage is set out and displayed for parents to read. Before each child starts, their parents are invited for an induction day to inform them of the groups policies and procedures, about the six areas of learning and the early learning goals. The 'step by step' profiles show how children's progress is recorded through regular observations completed by their key worker. At the entrance, a board displays the daily routine and the activities available at each session. Parents are invited to join the committee, to help with fundraising and to help at a session each term.

Organisation

The organisation is good.

There are clear procedures for checking all staff to ensure the welfare of children is a priority. There are good induction procedures in place that ensure all staff, students and parent helpers know their roles and responsibilities. This is backed up by clear job descriptions with their duties outlined. There are a range of policies and procedures around all the National Standards in the groups comprehensive operational plan. All staff are keen to improve their knowledge and understanding by attending training to keep their knowledge up to date. There is extensive documentation on improving the groups practice and what action will be taken to ensure this is carried out. There is a high staff ratio at each session ensuring that children's individual needs can be well met.

Leadership and Management is good

All of the staff are keen to develop their knowledge and understanding and have undertaken additional training to enhance the planned learning experiences offered to all children. There are regular staff meetings, where all of the staff input ideas for activities on planning for children's learning. The staff deployment throughout the setting is effective as staff work alongside children to ensure they get the best from the activities provided. The setting employs additional staff for children who require additional help to promote their individual needs. The staff receive support from the partnership on their planning for children with additional needs and in developing their planning for the learning of all the children that attend.

Overall the needs of the children are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report 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.

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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):

- ensure that the first aid box is frequently checked and that the contents are sufficient for the number of children present

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 develop the planning so that it is clearly linked to the stepping stones and the early learning goals
- ensure that the adult focused activity sheets are completed and evaluated for children's future learning
- develop children's 'step by step' profiles so that they include the next step in their learning.

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:
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