



Young Generation Pre-School

Inspection report for early years provision

Unique Reference Number	256853
Inspection date	21 September 2006
Inspector	Carly Mooney
Setting Address	Ashton Road, Westwood, Peterborough, Cambridgeshire, PE3 7ER
Telephone number	01733 265900
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Registered person	Young Generation Pre-School Committee
Type of inspection	Integrated
Type of care	Full day 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?

The Young Generations Pre-School was established in 1970. It operates from a classroom situated within Highlees Primary School and serves the local area. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:30 and from 12:30 to 15:00 term time only with the exception of Friday afternoons. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from two to under five years on roll. Of these, 22 receive funding for early education. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs three main members of staff. There are five voluntary staff members. All staff hold or are working towards appropriate early years qualifications. The pre-school receives support from the local Children's Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment. They are generally encouraged to wash their hands prior to eating and after using the toilet to prevent the spread of germs, although not all children remember to wash their hands before snack and this often goes unnoticed by staff. Difficulties with the water heating system in the toilets often means children cannot wash their hands comfortably as the water becomes too hot and there is no cold tap as an alternative. Staff have to resort to using the kitchen area, which is not practical in order for children to wash their hands appropriately. Staff wipe down tables prior to serving food and explain to children why it is important to do so. Policies and procedures have been devised in relation to medication and illness which staff work closely to. Staff are first aid trained and this along with well kept records ensures that children's medical welfare is fully safeguarded.

Children's growth and development is promoted through a good range of balanced and nutritious snacks, which includes plenty of fresh fruit and vegetables, such as apple, cucumber, tomato, toast and cheese. Children are eager to access the snack as they enjoy the foods on offer. Children are able to control their own thirst, especially after running around outside, as they help themselves to drinks from the water dispenser throughout the session. Several staff members have current food hygiene certificates which allows them to follow the correct procedures when preparing children's food.

Children have access to the outside area for physical play in the fresh air on a daily basis. Staff talk about exercise and why it is good for you. Children enjoy jumping, bending, hopping and stretching whilst singing their favourite songs. They have opportunities to develop their climbing and balancing skills through the use of a climbing frame and large apparatus in the school hall. They are confident to ride the cars and bicycles, negotiating their own space and moving carefully around objects in the garden. Children manipulate play dough using a variety of tools and create patterns on peg boards with precision. They use paper clips and small pegs to hold their paper's together and use scissors with increasing control to snip the sticky tape in order to be able to secure their paper to the easel.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a bright, welcoming environment with clearly defined play areas. A range of interesting activities are set out each day to help children settle. They are able to independently select some activities from a good range of resources which supports their development and interests. Equipment is kept clean and in a good state of repair and is frequently checked for safety. Children have access to a generous play space, including outside to move freely, be active or rest quietly.

Children are highly supervised at all times. The main play room is kept locked but due to other users of the school entering via a keypad door, children have to be escorted to the toilets. Parents and visitors are not able to enter the premises unnoticed. Staff hope to be able to extend the security by having their own door for their sole use. Staff are safety conscious and carry out risk assessments and daily checks to identify hazards and therefore minimise risks to children. Staff also teach children how to keep themselves safe, such as holding scissors correctly and why they must sit on their chair properly. Fire drills are practised and recorded, although this has been irregular recently and means that children may not be aware of how to follow procedures in the event of an emergency.

Children's welfare is effectively safeguarded by staff, who recognise their responsibility to protect children in their care. Staff are guided by a clear child protection policy. The supervisor ensures that staff attend regular training in order to update their knowledge. Children are well protected from the risk of harm, as they are never left alone with people who have not been vetted or released to adults which the pre-school have no prior knowledge of.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and mostly settling in well at the pre-school. They are cared for by warm and supportive staff who give children lots of individual attention, especially those who are new to the setting. Therefore, making children feel secure and welcomed. They are able to approach staff with ease and have formed close relationships. Many arrive confidently and eagerly access a wide range of activities, which staff thoughtfully plan and prepare, to encourage children to develop skills and have fun. Staff are beginning to implement the 'Birth to three matters' framework within the setting and are attempting effective ways in which to incorporate it into their weekly plans.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. Staff have a sound knowledge of how children learn and the supervisor has devised a planning system which staff are comfortable to use and find effective, although there are no formal procedures in place to evaluate the activities and discuss children's achievements. Planning successfully ensures that the six areas of learning are covered and stepping stones relate directly to the Curriculum for the Foundation Stage. Snippet observations of children's learning take place daily and forms the basis for their record of achievements and next steps of learning. Staff are very involved with the children and offer good support. They ask questions to make them think and problem solve, such as 'What do we need?' and 'What does it feel like?' Staff make children feel important and promote their independence as they get them to help set up activities, prepare the snack table and tidy away the toys. Children's interests are developed by enthusiastic staff who have fun playing alongside them and make children laugh, such as spontaneous exercises in the garden.

Children are interested in their play and enjoy their time at the setting. They have formed good relationships with their peers and are learning to play co-operatively together. For example, at the play dough table or sharing the sticky tape. They enjoy helping each other at snack time

by pouring drinks for their friends or holding the cup steady. However, snack time at present is disorganised and not used as a calm social occasion due to ineffective deployment of staff, as adults do not sit down with the children. Therefore, many opportunities for children's learning especially in communication, language and literacy, and mathematics are missed. Effective rules and boundaries have not been set and as a result children show little respect for their peers as some take handfuls of food for themselves and leave insufficient amounts for others.

Children's mark making skills are fostered on a daily basis, with a variety of materials inside and outside. For example, drawing with chalks on the ground, finger painting and on clipboards within the role play area. Children are confident speakers and are able to increase their conversational skills during activities by interested staff, who initiate conversations. They have good opportunities to recognise their name on name cards which they access freely from the mark making table. Children enjoy matching their cards to their names on their drawers. Labelling around the room helps children to understand that print carries meaning as well as being able to find resources easily. Most children enjoy listening to stories on a one to one basis rather than in large group situations. The book corner is an area which staff have identified for improvement as children do not access it independently.

Children's counting skills are developing well. They can count confidently up to ten and enjoy counting through songs, such as ten little monkeys. Planning shows that children have regular opportunities to sort and match by shape and colour and are introduced to mathematical language, such as bigger and smaller during their play. Children have several opportunities to develop their information, communication and technology skills and enjoy using the telephone, calculator and operating the tape recorder in activities.

Several opportunities are provided for children to examine objects and living things to find out more about them through planned and spontaneous activities, such as looking closely at dragon fly's in the garden with magnifying glasses or handling adult and baby African land snails. They learn when participating in cooking activities, such as icing biscuits, that liquids and objects can change appearance and are able to understand the difference between soft and hard.

Children use their imagination well in small world play, such as the dolls house and 'Weebles'. They pretend to bake a birthday cake with play dough, adding candles and singing happy birthday. However, the role play area is basic and is accessed occasionally by children. Staff have identified this as another area for improvement. Children explore shape, colour and texture on a daily basis including, sand, water and paints. They create their pictures and mix colours using their fingers and hands and experiment joining and assembling with materials, such as sticky tape and paperclips.

Helping children make a positive contribution

The provision is satisfactory.

Staff ensure children feel a sense of belonging as they welcome them from all backgrounds and of all abilities. All children are supported well, especially younger children who may take longer to settle. Staff have on-hand support and advice within the school premises, where special needs are identified to help children feel valued and respected. Children have access to a suitable range of resources, play opportunities and activities. This reflects diversity and

acknowledges cultural differences, for example, puzzles and dolls although viewing positive images of others through books is limited.

Children generally behave well in the setting. Staff are calm and sensitive in their approach and give clear explanations to children which helps them feel secure. For example, telling them they will fall and hurt themselves if they do not sit on the chair properly. Children are becoming aware of the pre-school's rules and boundaries to ensure that activities are successful and that everyone has a turn. They are encouraged to help with tidying away the toys or sweeping up the sand which gives them a sense of belonging. Children's self esteem is promoted well by praise and encouragement from staff and their spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers of funded children is satisfactory. Positive relationships between parents and staff have formed, which benefits the children's care and learning. Parents are encouraged to be involved in their child's pre-school life by attending a 15 minute open access time at the start of each session and as a parent helper if they wish. They are informed of the Foundation Stage Curriculum through policies and photo boards of the six areas of learning. However, parents have limited knowledge of what their child is learning on a regular basis as this information is not always shared effectively through newsletters or the parents notice board. Parents are not kept fully informed of their child's development and how they can build upon this at home as children do not receive progress reports and their records of achievements are not shared with parents on a regular basis. Parents speak positively about the group and state that they feel all staff are approachable.

Organisation

The organisation is satisfactory.

Children are settling well and enjoying the activities on offer at the pre-school. They have the confidence to initiate their own activities, as good levels of adult support provides them with opportunities to access a range of activities independently. Children are beginning to become familiar with the pre-schools daily routines, although they do not always receive clear instructions, for example, when it is snack or story time which can be confusing and difficult to manage. Staff working with children show care and concern for their welfare to give them a sense of well-being and all staff know established children well. Effective procedures are in place for ensuring staff are suitable to work with children. Staff are suitably qualified, including committee members and continue to develop personal and professional skills through attending regular training.

Staff have regard for children's health, well-being and enjoyment. They maintain and use appropriate forms of record keeping and refer to policies and procedures in order to promote children's care and learning. Most documentation is clear and kept up to date with the exception of fire drill recording which has lapsed recently. Policies and procedures are regularly reviewed to ensure children's needs can be continually met. Overall, the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management of funded children is satisfactory. Staff work closely together as a team and are aware of their daily roles and responsibilities. The supervisor is

pro-active about training and all staff are keen to attend in order to improve their practice. She receives clear support from a focused and committed team of committee members. She shows commitment to the welfare, care and learning of all children in the pre-school, however, there are no clear procedures in place to monitor the effectiveness of the provision or gather feedback from parents. There are limited opportunities for staff to be involved in the planning of the curriculum for children, as planning and staff meetings are not held as a team. Yearly staff appraisals have now been implemented in order to be able to monitor staff's performance within the setting and allow them to identify their own strengths and weaknesses.

Improvements since the last inspection

Staff have made clear progress in implementing the actions and recommendations from the previous inspection and have had a positive impact of the care, welfare and learning of the children. Staff within the group are all suitably cleared and have their details now stored on the premises. The daily register is correctly recorded and policies and procedures hold all relevant information. Effective planning allows children independent access to a broad range of activities and posters and signs are displayed at children's height. Drinking water is available at all times through a water dispenser.

Under nursery education, staff now plan activities which cover the six areas of learning and have implemented staff appraisals to monitor and evaluate staff's weaknesses and training needs. Some progress has been made to involve parents in their child's learning through open access before each session, although this is still ongoing.

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):

- ensure effective hygiene practices are in place with regard to hand washing
- ensure a suitable hand washing temperature is maintained at all times in the children's toilet's
- improve the frequency and recording of fire drills within the setting

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):

- provide opportunities for parents to be regularly informed of their child's learning and progress within the Foundation Stage Curriculum
- develop systems to ensure that staff have regular opportunities to discuss planning of activities and to monitor and evaluate the setting
- ensure snack time and other group activities are organised effectively to support children's social skills and develop other areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk