



## Little Learners at Sellindge Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334126
<b>Inspection date</b>	18 July 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Little Learners at Sellindge Pre-school and out of School club is a privately run group. It opened in 2006 and operates from purpose built premises in the grounds of Sellindge primary school. A maximum of 26 children may attend the setting at any one time. The pre-school and breakfast/after school club opens five days a week during school term times. Pre-school sessions are from 09.00 until 15.15. The breakfast club opens from 08.00 until 09.00 and the after school club opens from

15.15 until 18.00. 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 attending pre-school. Of these, 23 children receive funding for early education. There are 21 children aged from five to 11 years attending the breakfast/after school club. Children come from the village and surroundings towns and villages.

The pre-school employs six staff. Of these, three staff hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

All children enjoy a wide range of activities and generally follow healthy routines, which contribute to their good health. Pre-school children are expected to put their sun hats on before going outside and all children regular have sun cream applied to their exposed skin areas, either their own or that which the pre-school supplies. There is a list of children with their preferred sun cream option and staff complete a section when it has been applied. Each day all children are offered a variety of energetic physical activities indoors and outdoors. All children enthusiastically and excitedly play with a wide range of outdoor resources, including ride on toys, bats and balls and balancing equipment. Weather permitting they can play outside for most of the session. This helps children of all ages to develop control of their bodies and learn about how exercise has a positive effect on their health.

Pre-school children are energetically participating in a sponsored toddler waddle accompanied by some parents and grandparents. After the waddle they talked about the effect healthy exercise has on their bodies. Staff talk to children about the effects of the sun and playing outdoors, emphasized the need to apply sun cream even when the sun is not out all the time.

In the main, routines help reduce the risk of cross-contamination and help children remain healthy. Pre-school children learn the importance of good hygiene and personal care. They wash their hands before lunch, snack times and after using the toilet. Children in the after school club are not invited and do not wash their hands before having their snack. This does not support their good health. Older children, who use the toilets independently, are reminded by staff to wash their hands.

All children have regular breaks timetabled into the routine. Pre-school children have opportunities for drinks of water from individual named water bottles. These bottles are placed on laminated name and picture labelled cards. This practice enables all children to help themselves to their own water bottles whenever they wish. Younger children under three years are helped to understand routines, as they are given good staff support to understand what is expected of them. Children using the breakfast and after school club know they only need to ask for a drink and it will be provided. These sound routines prevent children from becoming thirsty. A well planned snack

time encourages pre-school children to try a variety of fresh fruit. Staff and children chat about the different fruit they are encouraged to taste for the first time and in the afternoon session they are given a sticker as a reward. Parents provide children with a packed lunch and children are encouraged to eat their sandwiches before other foods. Breakfast and after school club children are given a choice of fairly healthy snacks. All children are beginning to have a good understanding about healthy foods, which support their own good health. Snacks and additional drinks are provided in accordance with their dietary needs and parents' wishes. One member of staff has attended a 'Basic Food and Personal Hygiene' course.

There is a clear policy and procedure to follow, in the case of sick children, to prevent the spread of infections. There are notices currently displayed regarding the potential risk when using playdough of the spreading of infections. They have temporarily stopped providing playdough. Accident records are shared with parents. However, not all relevant information has been recorded in the medication record, which does not adequately support children's good health. There is a suitable, easily accessible first aid kit.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

All children are cared for in a one room annex of Sellindge primary school. There is a secure and safe entrance system via the vestibule. The premises are warm, welcoming and well ventilated. There is plenty of natural light. The outdoor play area is inviting for children. They have use of a small, secure, safe hard surfaced play area. They are also able to use the adjacent large fenced playing field. This is accessed via a secure gate in the hard surfaced play area. The staff monitor and supervise children sufficiently to prevent any incidents/accidents. Children of all ages are able to move around freely and independently, as staff complete written risk assessments before each session. Children can use the toilet independently once they are competent. Children self-select activities from a suitable range of equipment and resources, which meet safety standards. These routines and procedures provide all children with a safe environment in which to relax and play confidently and safely.

With the exception of a restraints procedure, the provider has all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted. Most staff employed to work with children hold a current first aid certificate. As a result, children's welfare is being adequately safeguarded. The staff follow clear, sound procedures to ensure after school club children arrive safely and that breakfast club children are delivered to the school playground safely and promptly. All children are kept safe when being collected from the setting. The records of information on individual children include a record of the names of persons who can collect the children. They have a concise lost child procedure. Staff and children regularly practise the fire drills. Staff have a good knowledge and understanding of how to deal with any child protection issues and who to contact if they have any concerns.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages appear settled and older children are very confident. They are enthusiastic and enjoy choosing activities from the wide range provided. Children help themselves from a range of good quality well maintained resources, which are either set up around the room or stored in containers. Toys and resources are easily accessible for children to self-select the activities of their choice, which meets their needs and interests. Children happily play by themselves, in small groups or all together in group games. Younger children play alongside the older children and are given much more adult support and encouragement. They all enjoy daily opportunities for art and craft work which contribute to their creativity.

Both pre-school and after school club children are supported by the staff who know them very well. As a consequence staff are able to build on what children themselves know and can do. They are particularly skilled at planning activities and resources to meet the needs of the children currently attending. There is some evidence on how younger children under three or less able children have their needs met alongside the older children. As yet, no member of staff has undertaken the Birth to three matters training or implemented it. This does not adequately provide parents of enrolled younger children to see how their children's needs are planned for and how they will be met.

Sessions at the pre-school and breakfast/after school club are organised so that children experience mainly free play, both indoors and outdoors. Pre-school children have an adult-led, small group activity each day. High ratio of staff to children provides lots of time and opportunities for staff to interact and play with the children to encourage their development and learning.

### **Nursery Education**

The quality of teaching and learning is good. It meets the needs of all the children currently attending and impacts positively on the way children respond, learn and progress. Staff have a sound understanding of the Foundation Stage and their roles and responsibilities. They plan well to cover the contents of the early learning goals by focussing on a particular concept and daily plans denote specific area of learning. They are effectively delivering these sessions to build on what children already know. It is clearly linked to the assessments of children in order for staff to consistently enable their progress. It includes the names of children who would find this activity particularly beneficial and states why this is so. It also includes what children are intended to learn, what children are to do and what children actually took part in. They are all encouraged to do so. Staff are clear about what is expected of them and work well as a team. Staff plan the curriculum to promote progress towards the early learning goals and inclusion of all children. Staff use their knowledge well to present children with new experiences and information to suitably challenge them. Staff provide routine plans and labelled art and craft displays for parents.

Children are involved in well organised free choice sessions, with opportunities to fully focus on an activity for as long as they wish. As a result children are able to gain

the most from the resource or activity. These free play sessions allow children to be in control of their own learning, initiate their own play and explore and discover things for themselves. Resources are changed or adapted each week to support the current topic. This provides children with opportunities to play and explore the whole range of resources. Children enjoy a variety of opportunities for different types of art and craft work and role play opportunities, which contribute to their creative development. Careful thought is given to the organisation and provision of resources, including the role play resources, so as to entice children to play with them. Consequently children's imaginations are being appropriately stimulated. This is supported by the provision of a range of multi-cultural resources.

Children receive encouragement to develop an enjoyment of books and develop reading skills. During group story time, they confidently retell part of the narrative and correctly guess what happens next. Children independently select books and look through them with interest. Children are actively encouraged to recognise their own names through imaginative practical routines. At snack time they find their own name label, with their chosen picture on it and know that it is where they sit. Identical labels are placed underneath their water container and on their chair, with their going home bits and pieces. This type of name labelling system is also used for the self registration activity.

Staff help the children to develop their communication and language skills. During both snack and lunch times and again in circle times. Children are encouraged to recall and talk about events in their own lives and those of their families. Staff ask children open-ended questions throughout the session. They encourage children to think for themselves, make decisions with confidence and use their imagination well. Children receive lots of praise and encouragement throughout the morning, building on their confidence and self-esteem and giving them a feeling of self-worth. Less confident children are given lots of help and support.

Activities relating to mathematical development are less evident. Staff missed several opportunities to encourage children to count through practical routines or use number words or mathematical concepts generally. Children are given some opportunities to reinforce their mathematical skills and mathematical language when children are encouraged to recognise the number label on the snack and lunch table. Less able children are invited to count the stars on their table's number card.

Their physical development is encouraged during the many opportunities for vigorous physical play both inside and outdoors, weather permitting. The outdoor area is inviting for children and there is a good range of both large apparatus and smaller resources that are of a good quality. This gives the children lots of choices. Children are competently using the computer, completing programmes by themselves or with suitable adult support. Both indoor and outdoor activities promote children's fine and gross motor skills.

### **Helping children make a positive contribution**

The provision is good.

Children generally behave well. They show a great deal of care and concern for each

other, sharing and taking turns and playing well together. They chat happily and confidently during activities and are comfortable in the presence of less familiar adults. Children are developing good self-esteem through opportunities to voice their opinions, take decisions and make choices. Children are given lots of praise and encouragement. Staff are generally good role models, which encourages all of the children to remember their manners and use appropriate phrases instinctively. Children are given consistent messages by staff and reminders about what is expected of them. Children quickly follow staff when its time to stop and listen and put one hand in the air.

The over excited behaviour of older children, during their lunch and snack times, does not provide a calm atmosphere conducive to the wellbeing of the younger children. Generally the atmosphere remains calm and provides children with an ideal learning environment. Children and adults have warm relationships. Staff provide a meaningful range of activities and resources so that children have both times to relax as well as be active. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Communication between staff and parents is very relaxed friendly and informative. The manager encourages the parents to visit with their children and share personal information on their child prior to them attending. As a result, children settle easily. Children's needs are met well through on-going discussion and personal details held at the setting. This contributes to children's continuity of care. They are particularly proactive in involving parents in topic activities. They have a very good response from parents to a toddler waddle. Several parents and grandparents took part in alongside their children. They have recently introduced an Environmental policy. The staff put this into practice and encourage children to recycle materials at the pre-school and at home. Staff give out exit questionnaires to evaluate and improve the service provided by gaining parents' views.

All children are valued and respected as individuals. Currently there are children with learning disabilities and children who have English as an additional language attending the pre-school. There is a good range of resources, which reflect positive images of culture, ethnicity and gender. They celebrate a range of festivals. This would help make all families feel welcome and ensure children's positive attitudes towards others are further established in these early years. Overall children learn about equality and justice through their play.

Policies and procedures are available for parents, which keep them well informed about the service provided. They are in the main, clear, comprehensive and informative. They include their children's activities and routines, which are also clearly displayed on information boards. There is a complaints procedure. However, it does not state that parents are notified of the outcome within the required time limits. Neither does it contain the correct Ofsted contact details. All records are kept safe and secure in a lockable filing cabinet and remain confidential.

## **Organisation**

The organisation is good.

The registered person ensures that the required adult to child ratios is consistently met. They support children's needs effectively and safeguard their well-being. They ensure that there are a minimum of two adults on duty at all times. However, they do not follow robust recruitment procedures to ensure people working with children are thoroughly vetted. They delegate duties, for example, they have appointed a special educational needs co-ordinator.

Comprehensive policies and procedures are available and, with the exception of the complaints procedure, contain relevant information and contact details. These impacts positively on the quality of care children receive, because adults working with the children know what is expected of them. The registration certificate is displayed in a way that makes it easy for parents to see. Suitable organisation of activities, space and resources result in all children receiving effective care. The setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being promoted well.

The leader and deputy are qualified and experienced. They strive to keep abreast of current childcare practice and, as a result, provide good quality care for children. They have not been able to access the 'Birth to three matters' training yet. However, staff are encouraged to undertake further supplementary training courses, when they are available.

Leadership and management are good. Children are making steady progress towards the early learning goals. Staff effectively monitor how well the children are making progress and this information is shared with parents. The setting is committed to improving the care and education for all its children and knows what most needs improving. The setting does assess its own teaching skills strength and weaknesses. This is undertaken both formally and informally and includes evidence of reflective practice. There is a section in the planning for critically analysing how well the activity and methods meets children's needs. They demonstrate how they would plan and provide for the inclusion of children with special educational needs and for children from diverse ethnic backgrounds. They have a clear vision on how they want the setting to run and the equipment and resources required to improve the standard of education the children are receiving.

### **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.



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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):

- implement procedures to ensure all relevant information is recorded in medication records to protect children's good health
- develop restraint procedures to protect the safety of all children and adults
- up-date complaints procedures to include time scale and Ofsted's address and contact number for parents information
- implement robust recruitment procedures to safeguard children's welfare

#### 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 more opportunities for children to practice counting, use number words and explore mathematical concept through practical routines

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](http://www.ofsted.gov.uk)