

Fordham Pre-School

Inspection report for early years provision

Unique Reference Number	EY218234
Inspection date	08 March 2007
Inspector	Jean Goodrick

Setting Address	1 Isleham Road, Fordham, Ely, Cambridgeshire, CB7 5NL
------------------------	---

Telephone number	01638 724183
-------------------------	--------------

E-mail	
---------------	--

Registered person	Fordham 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?

Fordham Pre-school has been registered at its current site since 2002. It is situated in the village of Fordham on the site of the local primary school. The pre-school has been registered for many years but now operates from a new purpose built premises. It serves the local and wider population.

The pre-school is registered for 26 children aged from two years to under five years. There are currently 54 children on roll. This includes 45 funded children. The setting supports children with learning difficulties and disabilities.

The pre-school opens five days a week term time only. There are two sessions a day apart from Thursdays when there is a morning session only. Sessions are from 09:00 to 11:30 and 12:30 to 15:00. Children attend for a variety of sessions.

Six staff work with the children. More than half of these, including the manager, hold appropriate early years qualifications .

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through the daily routines and are developing independence in using the facilities provided. For example, children wash their hands after using the toilet and before eating their snack. Children benefit from the generally effective measures followed by staff to minimise the risk of cross-infection, such as the provision of paper towels and disposable tissues, with tables cleaned before snacks and individual plates provided. Required records are kept up to date so that children receive good continuity of care. Most staff have current first aid certificates so that they are confident to take action for the welfare of the children.

Snack time is a social occasion when children sit together and learn social skills such as passing round the toast and saying 'please' and 'thank you'. Children are supported in developing independence as, for instance, they pour their drinks with a choice of milk or water. They have limited opportunities to try out different foods and learn about healthy eating. Drinking water is available throughout the session so that children are well hydrated.

Children are involved in a good range of activities to promote their physical development through both indoor and outdoor activities. They have opportunities to practise skills in climbing, balancing, playing ball games and riding bikes. Children develop their fine motor skills well as they use a range of small tools and equipment during their play such as, paint brushes, chalks and rolling pins. They show good control and care as they use scissors in craft activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from high levels of supervision by the staff to make sure they are safe. For example, staff closely supervise the external door during arrival and collection times. Children learn about keeping themselves safe as, for instance, they have regular fire drills so that they know what to do in an emergency. Daily risk assessments are carried out conscientiously to identify potential risks to children both indoors and outside. Relevant information is taken on outings so that children's welfare is a priority.

Children move around freely in the bright colourful environment. The main entrance to the pre-school is welcoming with posters and displays for parents and visitors to read. Space is used effectively to provide a good range of age-appropriate activities. Resources and equipment are well maintained and checked regularly for hygiene and safety. Children have easy access to resources in low level drawers and shelves so that they can follow their own interests and develop their play.

Children are well protected as staff have a good knowledge and understanding of child protection issues and this is supported by relevant training. Parents have access to the pre-school's policies and procedures which are in line with Local Safeguarding Children Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the warm and welcoming environment created by staff. They have positive relationships with adults and each other, and take turns and co-operate well during the activities. Staff are friendly and caring, they are sensitive to children's individual needs and offer support and reassurance to help less confident children settle. This helps children feel secure.

Activities are rotated and provide a wide range of practical play opportunities so that children make progress in all areas of development. Staff have a good knowledge and understanding of child development and use the 'Birth to three matters' framework as a reference tool. They are effectively deployed so that children are well supported and encouraged as, for instance, they use the karaoke machine; they spend time talking and listening respectfully to the children so that children's confidence and self-esteem is well promoted. Children are interested and involved with the activities on offer and have good opportunities to follow their own ideas independently.

Nursery Education

The quality of teaching and learning is good. Staff are well qualified and use their knowledge of the Foundation Stage to plan a stimulating range of activities. They use effective teaching methods to help the children make progress using open ended questions to encourage children to think, asking for instance, 'how shall we fix this?' in a craft activity. Planning identifies key activities linked to the stepping stones towards the early learning goals. Children's progress is regularly monitored and recorded through on-going assessments and observations. Records show that children are making good progress towards the early learning goals and activities generally offer sufficient challenge for older and more able children. Children respond well to the staff's positive approach to behaviour.

Most children come into the group with confidence and they are eager to participate in new activities. They concentrate well and persevere with tasks showing high levels of confidence and self-esteem proudly showing their completed puzzle to the inspector. Children contribute to discussions and learn to listen carefully as, for instance, they decide whose voice is speaking on the karaoke machine. They form good trusting relationships with adults and peers and make links between different parts of their lives as at snack time, for instance, they talk about what they have for breakfast.

Children use language well to communicate. They happily chat to each other and staff about events in their lives, and some are confident to speak in a group. Children handle books with care and join in enthusiastically with the 'scarecrow' rhyme and favourite stories such as 'The pig and the pond'. They link sounds to letters, bringing items from home beginning with a particular letter and they find their own names as they come into the pre-school.

Children learn to count up to 10 and beyond with increasing confidence, for instance, at registration time. They learn early calculation skills through planned activities including games and songs such as 'five little men in a flying saucer'. Children are introduced to simple problem solving through daily routines and practical activities and use mathematical language such as 'more' and 'less' as they sort and match.

Children learn about the natural world through planned topics and local walks, bringing back materials to make a collage. They have limited opportunities to learn about different of festivals

and cultures. Children freely express themselves with a good variety of media and materials, designing their own models, making collages and using their senses to explore textures and sounds. They enjoy playing the musical instruments and handle the full size guitar with great care. Children develop their imaginations in role play and small world activities, with some opportunities to move imaginatively to music.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. Photographs of children involved in activities are displayed which promotes a sense of belonging in the group. Consideration is given to children's individual needs and staff ensure that all children have opportunities to take part in the activities. Children with learning difficulties and disabilities are very well supported. The staff attend training to continue to update their knowledge and understanding. Staff identify when children need additional support and work alongside parents and other professionals to ensure that children's needs are met, such as adapting the environment and activities.

Children learn about festivals and events in their own lives such as Easter and Mothering Sunday. They see positive images of different cultures in posters and photos, and have some opportunities to explore differences and similarities in the wider world. Children are well behaved and co-operate together well. They eagerly join in tidying up and enjoy helping each other. Children are learning to share and take turns as, for instance, they say 'can I have a go' with the guitar. Staff provide good role models and children benefit from their regular praise and encouragement. This helps to build their self-esteem and promote good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are involved in all areas of the pre-school, including the parent rota. Staff seek parents' views about their children's needs, interests and achievements before the child starts at the pre-school and there is a flexible settling in process for the benefit of the children. Parents receive information about the Foundation Stage at parents' meetings and pre-school activities and topics are displayed on the notice board at the entrance so that they can support their children's learning at home. Key workers share information informally with parents on a regular basis so that children's individual needs can be well met.

Organisation

The organisation is good.

Children enjoy a friendly and welcoming environment. Staff make effective use of time, space and resources to ensure that children participate in a good range of age-appropriate activities with time to be active and to rest. Children are able to move around freely and safely in the well prepared environment. Staff are deployed effectively so that children receive individual support and encouragement. Policies and procedures are reviewed and updated and this contributes to children's welfare. Confidentiality is respected and records are kept up to date so that children receive good continuity of care. The pre-school has an effective employment procedure and children are never left with anyone who has not been vetted. Staff, students and parent helpers are clear about their roles and responsibilities.

Leadership and management is good. Children are cared for by a well qualified and experienced team of staff who work well together. Staff have regular meetings to share information and discuss planning of activities. A system of appraisals has been introduced and staff have good

opportunities to attend training to improve their practice for the benefit of the children. The committee organise fund-raising events which contributes towards the improvement of the provision and equipment used by the children. The pre-school enjoy close links with the school on the same site which helps children's transition as they move on to the school.

Improvements since the last inspection

At the last care inspection it was agreed that the pre-school would regularly review the framework of policies and procedures to ensure that they were up to date, with particular reference to the complaints procedure. The pre-school has developed its systems to ensure that policies and procedures are regularly updated and the group now has a clear complaints policy with procedures for recording complaints. It was also agreed that children would have more opportunities to access resources independently. Children now have access to a good range of low level drawers and shelves so that they can select resources independently.

At the last nursery education inspection it was agreed that behaviour management would be improved. Staff have attended behaviour management training so that they have a good range of behaviour management strategies which they implement consistently. It was also agreed that children's individual assessments would be used more effectively to inform planning. Children have individual records based on their progress along the stepping stones towards the early learning goals and these records are used to some extent in planning activities. However, this recommendation has been carried forward so that staff ensure that older and more able children receive sufficient challenge in all the activities.

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.

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):

- continue to develop activities and resources which help children to learn about a multicultural society (also nursery education).

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 practice so that activities build on what individual children know, understand and can do.

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