



## **Caroline and Claire's Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331057
<b>Inspection date</b>	22 September 2006
<b>Inspector</b>	Sharon Waterfall
<b>Setting Address</b>	Village Hall, Main Street, Newton Linford, Leicester, LE6 0AF
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<b>Registered person</b>	Caroline Anne Brewster
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Caroline and Claire's Pre-School registered under its current sole ownership in 2006. It offers sessional day care to children aged from two years to under five years. A maximum of 24 children may attend at any single time. Children use the large and small hall and associated cloakroom facilities. There is no enclosed outdoor play space.

There are currently 22 children on roll, nursery education is offered to 18 funded three year olds. The pre-school operates from Newtown Linford Village Hall in the Charnwood district of Leicestershire and serves the village and outlying communities. It supports children with learning difficulties and disabilities and those for whom English is an acquired language. The pre-school opens from 09:10 to 12:30 on Monday to Wednesday and Friday during school term times.

Including the proprietor there are four childcare staff of whom two hold recognised early years qualifications at Level 3. The setting is supported by a mentor teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy as staff follow current and appropriate environmental health and hygiene guidelines. Policies and procedures are adequately implemented and support children's overall health and welfare, though the contents of the first aid box and the number of qualified first aid staff are limited. The children learn about the importance of washing their hands before eating their snacks and after toileting through the effective daily routines.

A healthy diet for the children is provided through the snack, which is varied daily and organised as a café style enabling the children to make decisions on when they have their drinks and snacks. The daily fresh fruit and choice of milk or water encourages the children to choose healthy options.

Children have regular opportunities to engage in both fine and large motor physical play. Lots of emphasis is placed on encouraging the children to have control of their bodies and to be able to move with intention. Such as walking slowly on tip toes, or marching with big strides, the children enjoy choosing how they move and have to listen closely for the directions. The children have few opportunities to engage in large climbing and balancing activities and this limits their overall development.

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

The provision is good.

Children are kept safe by staff who are caring and put the children's safety first. They identify and minimise any possible hazards through constant observation and risk assessments, which are completed both daily and annually. They involve the older children in safety issues to ensure that they are able to limit any accidental injury and give children the ability to learn how to keep themselves safe. For example, discussions at story time about not running and a child knowing that they might trip and fall if they run indoors.

Children are cared for in a welcoming environment. They are able to move around freely and safely and access the resources that are put out independently. The space is organised to enable the children to have a varied range of developmental activities out at one go. The session is split into several parts and differing equipment is provided to change the stimulation, at the end of the session more physical games are available and after lunch the children sit quietly and read books.

Children are protected from abuse and neglect as staff understand their role in child protection and the person with responsibility for child protection has a clear understanding of the procedures to follow if there are concerns regarding a child. Procedures meet Local Safeguarding Children guidance.

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

The provision is satisfactory.

Several of the younger children are new to the setting and are still in the process of forming bonds with their key workers. However they interact well together and are learning the routines, such as stopping to listen when signalled for tidy up time. Appropriate equipment is in place to help them towards independence and the structure of the session encourages this, such as the café style snack time. The older children are all very settled and secure in the setting and have strong relationships with the staff and each other. Children use their initiative and help themselves to resources when appropriate, such as in the creative area. No specific planning is yet in place for non-funded children, such as within the framework of 'Birth to three matters' and staff have not attended relevant training within this area. The variety of resources and activities provided within the Foundation Stage enable the younger children to explore new experiences and staff expectations are appropriate for their age group.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making obvious progress towards the early learning goals, through the variety of appropriate activities and resources provided. Staff work together to plan activities through topics and themes to promote children's development within the stepping stones. Assessment, although ongoing does not currently link into the planning for individual children. Activities and learning outcomes planned are not effectively evaluated to show how children can be aided in their progression. The limited links do not effectively monitor the development as a whole for each child. Staff introduce activities well and talk to children about the links in the topics and are able to ask children questions that make them think, such as asking what do they think would happen if a smaller block were put at the bottom of the tower.

Children are continuously busy and occupied throughout the session, they are motivated to engage in the activities provided. They are able to concentrate for periods of time and join in with group activities such as stories and circle time. They have good awareness of their own personal needs and enjoy the freedom of being able to access the snack independently. They interact well together, are able to take turns in structured activities and work with different staff and children throughout the session. Children understand the simple setting boundaries and respond to requests for 'good listening' and 'good sitting' from staff.

The children listen and respond to simple instructions and enjoy joining in with stories and rhymes. During a physical game the children stop and start as they move around to music, they offer suggestions of how to move. The children look at books both in groups and independently, they enjoy joining in with stories, guessing what happens next using picture clues and repeating word patterns in the story. Children are learning to recognise their names at self-registration and at snack time to find a place to sit at tables. All children have daily opportunities to practise writing or pre-writing skills, for example having prescription pads in the role play area.

The children correctly use number names, identify shapes and use language such as bigger and smaller to talk about construction blocks. They have opportunities to look at and make their own patterns and print using different shapes. Most practise their construction skills daily

whilst solving problems, such as how to fit the various pieces together and balance structures. The children are developing their number counting and recognition skills as they count the number of children present at registration and the number of bricks used to build towers. Many of the activities incorporate counting activities such as counting how many hand prints have been completed and made a number line from the story of the hungry caterpillar.

Children are able to only truly independently access resources in the creative and graphics area, this enables them to use their own imagination to create and design pictures, paintings and collage. Through the role play area the children re-enact familiar events.

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

The provision is satisfactory.

The children's individuality is respected by caring staff who are beginning to use basic observations, assessments, planning to value and support children's development. The children benefit from an effective key worker system, which enables them to build secure and trusting relationships with a familiar adult. Children's awareness of diversity within the wider society is positively promoted by effective planning of experiences and resources provided during themes in the education provision. For example the children made Diya lamps to celebrate the festival of Diwali. Staff are deployed to meet the needs of all children and children with special needs receive appropriate support and are fully included within the setting.

Children respond well to the very positive behaviour management strategies used. They are learning to share and take turns appropriately as they use resources and equipment together. Staff have high expectations and a positive approach to behaviour management and the children respond well to gentle reminders to care for their environment, resources and each other. Children's social, moral, spiritual and cultural development are fostered.

Partnership with parents and carers is satisfactory. Parents are happy with the care provided by approachable staff and are aware that the children complete a varied range of activities. However, formal information sharing is not in place and development records have not been shown to or discussed with parents.

### **Organisation**

The organisation is satisfactory.

Children benefit from the good practice of an experienced and caring staff team. Their welfare is effectively promoted through the managers organisational skills, with most records, policies and procedures meeting the National Standards.

The leadership and management of the nursery education are satisfactory. Children's achievements are observed and recorded sufficiently within the pre-school. Staff use their basic knowledge of the Foundation Stage to plan for children's future learning. The nursery education is monitored and reviewed as staff seek advice from outside agencies and hold regular planning meetings. Planning and assessment are not linked to provide an effective overview or evaluation of children's progress or gaps in the curriculum.

The children are able to explore and investigate as a result of the well organised use of space, which has been planned to enable them to participate in a variety of stimulating activities. The effective and consistent adult support and the familiar daily routine fosters the children's sense of security.

The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable as is the first inspection.

### **Complaints since the last inspection**

There have been no complaints received by 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.

## **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 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 the contents of the first aid box are sufficient as determined in the first aid training course
- ensure enough staff are first aid trained to ensure that there can be at least one staff member with a current first aid certificate on the premises at any one time
- ensure activities are planned and provided to develop children's emotional, physical, social and intellectual capabilities, through training in and using a framework such as 'Birth to three matters'
- expand the physical play opportunities for children to enable them to develop skills in climbing and balance

### **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):

- improve the links between planning and assessment to show how children are individually progressing through the stepping stones and how staff will encourage children's future steps in development
- expand information sharing with parents to enable them to gain up-to-date knowledge of the Foundation Stage and the progress their children are making towards the early learning goals
- improve staff's knowledge of the planning and implementing the foundation stage and it's use in evaluating and monitoring the education provision provided.

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