



Stokenham Pre-School Centre

Inspection report for early years provision

Unique Reference Number	106232
Inspection date	04 December 2006
Inspector	Linda Dawe
Setting Address	Stokenham Pre-School Centre, Pre-School Building, Stokenham, Kingsbridge, Devon, TQ7 2SJ
Telephone number	01548 580202
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Registered person	Stokenham Pre-School Centre
Type of inspection	Integrated
Type of care	Full day 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?

Established in 1972, Stokenham Pre-School is managed by a committee of parents and operates from a single storey building in the grounds of Stokenham Primary School. Children also have access to a secure, enclosed, outside play space.

The pre-school is open from 09:00 to 15:45 Monday to Friday term-times only. Funded nursery education sessions run from 09:30 to 12:00 and 13:00 to 15:30. Children can attend for a variety of sessions and can bring their lunch if they wish to. The pre-school also offers parent and toddler sessions on Wednesday afternoons from 13:30 to 15:30 and Friday mornings from 10:00 to 12:00.

There are currently 13 children enrolled, nine of whom are three-year-olds and four-year-olds in receipt of nursery education funding. There are no children currently attending who have a

disability, learning difficulty or English as an additional language. A staff of four support the provision, one of whom is qualified to NVQ level 3. The other three staff are currently undertaking level 3 qualifications. The group receives the support of the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to think about their personal hygiene as they are asked to wash their hands before eating their snack. They are given a selection of fruit for snack that fully meets their dietary needs and promotes healthy eating. Details of any allergies are gained at the time of registration and staff are aware of these. Children have free access to drinks of water from a container left out throughout the sessions. Children are protected from the risk of food poisoning as their packed lunches are stored in the pre-school's fridge. Children also have the option of having a nutritionally, balanced cooked meal from the school.

Children's health also benefits from their regular access to fresh air and exercise as they play in the outdoor area and get taken out on walks and outings, weather permitting. Children are given opportunity to develop their large muscles through climbing on large equipment inside the pre-school.

Accident and medication records are kept appropriately to ensure children's health needs are met but some contain insufficient detail.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn the importance of road safety through discussions with staff and by being taken out on local public transport. Regular fire drills are practised to make sure children can be evacuated quickly in the event of an emergency. Smoke detectors, which are regularly checked, would alert staff to a fire and fire fighting equipment is also regularly checked. The premises are secure with the door being locked both from inside and outside to prevent unauthorised people entering the pre-school or children leaving unnoticed. On outings there is a high ratio of staff to children ensuring that they can be closely supervised at all times.

Space is arranged so that children can move around freely and safely. Different areas within the pre-school provide children with opportunity to take part in a variety of activities that cover all areas of their development. Children play with a wide selection of toys, games and activities throughout the sessions that are put out for them by the staff.

Children are safe guarded as a result of staff's awareness of child protection issues and procedures. This would enable them to seek appropriate support for children if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enthusiastic learners who play well together. Children arrive happily and settle well to activities, separating easily from their parents. All children are busily occupied throughout the sessions, moving freely throughout the pre-school. They enjoy a balance of activities where they can self-initiate their play and also receive the support and guidance from the staff team.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage curriculum and how children learn through play. Activities are planned to promote children's learning across all areas of their development. Observing children in their play and the high ratio of staff to children means that staff can identify the focus of learning for each child. However the assessment and planning is not yet detailed enough to enable staff to differentiate activities to meet the needs of the range of abilities that children have.

Children learn about number and mathematical concepts throughout sessions as they naturally count and calculate, counting dots when playing lotto and recognising numerals. They investigate volume as they pour sand from pot to pot in the sand tray and measure ingredients when baking cakes. All children develop their writing skills as they paint freely on the easel, with more able children being helped to write their names on their pictures.

Children competently use small tools such as pencils, scissors and glue sticks encouraged and helped by staff, which develops their small muscles and pre-writing skills. They enjoy listening to stories read to them and have access to a selection of good quality books. Children have a very strong sense of self and community as a result of some of the topics and trips that they take part in. For example, parents were asked to provide a simple 'family tree', developing children's sense of belonging.

Children's environment is planned to give them a variety of learning opportunities. However activities sometimes lack differentiation, not always taking into account the abilities of the children taking part in activities. As a result younger children occasionally struggle with what is asked of them.

Helping children make a positive contribution

The provision is good.

Children are encouraged to behave well and staff discuss expectations of their behaviour with them in a relaxed way when they are sat together on the carpet. Children learn to be kind and considerate to each other, to look after their toys and to share. Children have familiar routines to follow and respond well to staff's requests of them. They have great fun practising for their nativity play and are rewarded with lots of praise from staff. As a result their behaviour is good.

Children's individual needs are met as staff get to know them well. There is a strong community feeling in the pre-school and this is endorsed by trips out, for example, taking the bus to the local police station.

Children's spiritual, moral, social and cultural development is fostered. Children learn about the way that other people live, for example, by talking about how different countries celebrate Christmas and that some children do not celebrate Christmas. Children are encouraged to think of people less fortunate than themselves when they raise money for Children in Need and gather items to send to children in Romania. They learn about other cultures and religions, for example, making Rangoli patterns at Diwali.

Partnership with parents is good. Parents receive regular newsletters, which include information about events happening in the pre-school. Children are cared for appropriately as a result of parents completing consent forms, for example, regarding medication and when they are taken on outings.

Organisation

The organisation is good.

The pre-school is organised well to provide children with a variety of positive learning experiences. Staff are well deployed throughout the pre-school, giving children support where needed. The pre-school is run by a committed team of parents and staff who meet together regularly to evaluate their practice. Staff appraisals identify any training needs. There is a strong commitment to staff training, for example, at present all staff are working toward attaining a level 3 childcare qualification to improve care and learning for all the children. All required documentation is in place and policies and procedures reflect the practice and meet legal requirements.

Leadership and management are good. The pre-school has strong links with the primary school, which enables children to have a smooth transition when they leave the pre-school. Staff have sought the advice of the local authority regarding their assessment and planning tools and are now making good progress to implement these. They are aware that this does remain an area for development in order to be fully effective. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At their last inspection the pre-school were given three recommendations. The first was to develop an action plan regarding staff qualifications and training. As a result all staff are working towards achieving a level 3 qualification in childcare, this will have a very positive effect on children's care and learning.

Secondly, the staff were asked to develop their knowledge of child protection issues. They have achieved this by attending training and developing their policy. As a result children's welfare is safeguarded.

Finally, the pre-school were asked to extend their 'uncollected child' policy to include procedures to be followed in the event of a child being lost. This has been done and has a positive impact on children's care.

With regards to nursery education, the pre-school were asked to ensure that they use assessments effectively to plan the next steps for children's individual learning, giving appropriate emphasis to the early learning goals. They have made steps towards achieving this although it still remains an area for development.

The pre-school were also asked to involve parents in the assessment process and to give them opportunity to discover how their children are progressing. There are now files of children's work for parents to see. With the ongoing development of assessments and planning this will continue to improve, benefiting both parents and children alike.

Complaints since the last inspection

Since 1 April 2004 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 accident and medication records contain sufficient and appropriate detail

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 planning and assessment tools to make sure that activities can be differentiated between children's abilities

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