



The Community Pre-School

Inspection report for early years provision

Unique Reference Number	206900
Inspection date	17 November 2006
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Registered person	The Community 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?

The Community Pre-School opened in 1983. It operates from the main room and sports hall in the Community Centre in the village of West Hallam, Derbyshire. There is no outdoor play area but the children are taken occasionally to the adjacent park and enclosed play area for relevant activities.

The pre-school serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from Monday to Friday 09:15 until 11:45; Monday, Wednesday and Friday 12:30 until 15:00. Friday morning sessions are for under three year olds, whilst Monday and Wednesday afternoons are 'Peer Group' sessions for the older children.

There are currently 45 children from two years to four years six months on roll. This includes 21 children who receive funding for nursery education. The setting currently supports children with learning difficulties and/or disabilities.

The pre-school employs seven part-time staff who work with the children. All of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance (PLA). The pre-school is managed by a parental committee, who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted effectively through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and after toileting or messy play, such as painting. They become increasingly independent in their personal care and have consistent access to tissues in the playroom. However, their immediate toilet needs are not consistently met as the setting does not use the required amount of toilets to meet the national standard ratios. Children all line up to use the toilet facilities at snack time and sing a song to remind them of how to wash their hands. Children's needs are met effectively if they have an accident as all staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents but the detail in recording the size and location of the injury is insufficient, consequently a child's needs are not met if a further accident occurs. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Extra precautions are taken as the access to the outdoor play area is across a car park. The seeking of permission for administering medication is sought but administration is only for children who have ongoing medical conditions. Significant injuries received prior to arrival at the setting are recorded confidentially. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the healthy and nutritious snacks provided. Snacks are enjoyed such as milk or water, apple, orange, banana and raisins. Children in the 'peer group' sessions respond positively to the introduction of a café style snack bar to meet their individual needs and the opportunities for continuous learning. The children serve themselves competently when pouring drinks available on a table throughout the session and at snack time. The children enjoy baking activities or making popcorn as part of a theme and competently use tools, as seen in the photograph albums. Children are starting to understand why certain foods are good for them through discussion and programmed activities. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. Children's snacks are presented well to ensure children enjoy snack times. A termly menu, displayed for parents, ensures an extensive variety is provided. This is changed on a seasonal basis. Staff sit with the children as snacks are social times and staff provide encouragement to eat healthily and have related discussions.

The children are very happy and settled in the environment. Children are supported effectively to develop their physical skills throughout the pre-school. They move with confidence and an awareness of personal safety throughout the premises. Daily opportunities to play in the sports hall are programmed with purposeful activities to ensure children's development of all-round skills, but these are not always recorded on the daily planning sheet. Children are able to negotiate around each other or resources as they move around the playroom and resources such as the parachute in the sports hall. The staff provide children with high levels of challenge to develop an extensive variety of skills. Younger children enjoy a range of balls and basket ball nets as they learn new skills. Children are very enthusiastic and confident to throw and catch, and older children jump for joy when all the balls have been bounced off the parachute. An awareness of how their body has reacted to exercise is promoted. Children discuss how fast their heart is beating after running around and before they lie down for quieter activity songs. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently. They thread beads competently but opportunities are missed to link them to a mathematical purpose. A trolley of mark making resources is used through the session as children spontaneously want to draw and write or cut out shapes. They also have regular opportunities to manipulate malleable materials such as dough.

The staff have a developing understanding of how to integrate the 'Birth to three matters' framework into the overall curriculum. This meets the children's developing needs but as yet the recording of their progress does not fully reflect the aspects and components of the framework. The session for under threes ensures children are introduced to group play very gradually, with extensive support from the well qualified and experienced staff group to address children's emotional needs, as they separate from their parents and carers. The excellent range of resources is presented attractively and with opportunities for steady progress as the children choose to go in the role play area or enjoy their first experience of messy play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children do not consistently have access to the required amount of toilet facilities to meet their need and results in long periods of time waiting in line. This does not assist in promoting their independence and personal skills. However, children are cared for in a welcoming environment where the playroom is decorated with posters and their own craft work. Photograph albums linked to the planning of children happily at play engaged in an exemplary variety of activities are made available to parents. The children have access to an extensive range of resources which are changed to promote high levels of challenge. These are safe, age appropriate and presented at suitable levels to encourage independence and development and ensure children are fully supported to develop safely in appropriate surroundings. Staff remove all equipment and resources belonging to the pre-school at the end of the last session each day and their organisational skills and commitment to providing a stimulating environment are commendable.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give utmost priority to children's welfare. An ongoing programme ensuring all staff attend training, significantly enhances staff knowledge.

The policies do not contain all information or reflect the changes to local authority procedures from April 2006 to ensure that the child protection procedure complies with those of the 'Local Safeguarding Children Board'. However, children's welfare is fully supported by the staff. The parents are informed of the pre-school's responsibility to protect children.

Comprehensive policies, procedures and risk assessment documents exist and the staff ensure children's safety throughout the premises. Children are secure in the environment. Very good security with a bell system, and well implemented collection of children procedures are maintained, with staff and visitors signing themselves in and out of relevant registers. Staff mark and check the children's registers, with the 'peer group' sessions having the register called, as if in school. Emergency procedure evacuations and subsequent evaluations are undertaken regularly and ensure children develop an understanding of the need for fire safety. Children are safe on walks in the grounds as the setting has comprehensive procedures which are implemented effectively and ratios are currently increased to one adult to two children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly in the pre-school and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities. Children integrate successfully due to the expertise of the staff and are encouraged to separate from their parents by accessing such activities as painting, using dough or the role play area. Children's daily activities and developmental progress is documented. This is not yet comprehensive for the under three year olds. The starting point for new children assists staff in promoting individual future progress and staff share information with parents regarding their child.

The children develop appropriate socialisation skills as they join in group activities and move between the well presented resources. This ensures the children are generally purposefully occupied and are supported to develop potential. Great concentration is shown and an eagerness to spend extended periods in something which stimulates and interests the child when threading beads or completing a puzzle. Children's physical development is promoted effectively during the day.

The access to a wide range of messy play activities linked to themes ensures children's development is fully supported across many areas of learning. Blue dyed sand in a container with creatures from under the sea generates lots of laughter, as children realise the dye is staining their hands. Their learning experiences with dough and mathematical resources is dependant on the adult who is supervising the table and many opportunities are lost. The writing area has a trolley of resources which children can freely access to create their own pictures or use scissors to cut their own shapes. The correct use of tools is not always promoted to further develop children's learning experiences. Photographs of children at play and on outings in the grounds are available in albums, to show how they are enjoying themselves and the excellent range of educational activities they engage in.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as the comprehensive planning demonstrates an excellent understanding by staff of how to present an extensive range of activities and extend children's learning. Planning is given the utmost priority and the aspects linked to the stepping stones are used effectively to identify the curriculum is generally covered. Mathematical aspects are not consistently included. Staff observe the children and evaluate how they have completed an activity and use this information to progress an individual. Evaluation contains purposeful information about whether the child learnt from the activity or just been engaged in it. Children's progress is shared daily with parents and written documents at the annual open morning, as well as the on-going opportunities, contributes to an overall picture of the funded child's progress being obtained. Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development.

Themes, such as 'under the sea' are enthusiastically enjoyed by the children. The harvest theme results in a visit by the children to the local elderly persons home with gifts. The staff present the daily activities and children are eager to share information about their experiences of seaside visits or ordering food from the takeaway. They share information about their life outside of the pre-school and have confident personalities which is confirmed as they include visitors in their play. Children are challenged to think by staff who use open ended questions but the large story group does not allow children to contribute and gain from the potential learning experience as other children interrupt and fidget. However, children are well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. They are animated when suggesting their own ideas and obvious friendship groups organise each other to play together in the role play area or on the carpet with the wooden bricks, eventually including adults, demonstrating good negotiating skills. After messy play activities they go off independently to wash. Children are developing good recall as they listen attentively to instructions and respond to the tambourine which indicates tidy up time and to line up at the door.

Children have access to a range of books and spontaneously use them from the shelves. They have an understanding of maths and spontaneously use their knowledge during play, counting bricks as they build a tower. A range of battery operated resources and access to technology enhances learning and children enjoy using a computer. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. Topics which introduce them to the diversities in society are included and photographs show children dressed up and trying food from around the world. Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities in the sports hall. Access to fresh air is limited due the lack of immediate access to an outdoor play area.

Children engage in activities which introduces them to texture and they describe their experiences. They develop their creative experiences as they have access to an extensive range of craft, role play and musical activities. Children eagerly join and demonstrate a good imagination in the role play area. They produce free choice painting or prepared crafts for displays, with a degree of age appropriate expertise and co-operation working with other children. Children make reference to the wall displays and proudly point out their work demonstrating good recall of previous activities and pride in their work.

Helping children make a positive contribution

The provision is good.

Children are respected and treated as individuals, they are welcomed and valued in the pre-school. They are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. However, these do not include the ethnic origin of the child to ensure appropriate care can be given. Information is shared daily and parents specifically like the key-worker system so they know who is specifically caring for and educating their child. Co-operation between parents, staff and outside agencies ensures children's specific needs are met.

Children's spiritual, moral, social and cultural development is fostered. They are generally well behaved as they learn to accept the rules and respond to the firm and consistent expectations of the staff. They remind each other no pushing when waiting in line but the time in line is to be reduced to prevent such incidents. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others. Any minor incidents regarding sharing are calmly dealt with by the staff to ensure the children are fully supported. However, any incidents which result in a time-out situation are not recorded and signed by parents to confirm they have been provided with the detail.

Children are developing an understanding of how everyone positively contributes in society. Resources which promote positive images are available and posters are prominently displayed for children to refer to. Members of staff consistently use appropriate language to assist children's learning. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included. Equality of opportunity is promoted consistently as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and inclusion in the pre-school. A mature respect and acceptance of the needs of others is evident.

Parents are provided with a welcome pack and large box with the range of policies and procedures which are required for the efficient and safe management of the provision. These assist in promoting the welfare care and learning of the children. Notice boards and newsletters keep them fully informed of the current theme, daily activities, the menu, how to contact the regulator and business issues relating to the group. An extensive library of photograph albums are readily available at all times showing the children happily at play. Parents are invited to join the committee to become more involved in the running of the pre-school. They make very positive comments about the provision and the good relationships shared between children, staff, parents and carers.

The partnership with parents and carers of funded children is good. Information about the curriculum and nursery grant funding is comprehensive and children's development records are available at any time for parents to read. Documents are formally shared with parents at an open morning to discuss their child. The sharing of information, including regarding what children can do at home, demonstrates the commitment of the fully supportive staff and contributes to working with parents to give an overall picture of each individual child's progress.

Organisation

The organisation is good.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. The committee leave day to day running of the pre-school to the staff group but are very supportive by taking administrative roles and fundraising out of the hands of the staff. Recent changes to the committee are to be made known to the regulator. Changes to regulations have not been included in the documents or the operational plan as the commitment by staff to ensure they provide children with relevant care and education takes priority. The committee and staff are to make cross references to all five regulation documents when making amendments to their policies and procedures. They are to ensure that the child protection procedure complies with those of the 'Local Safeguarding Children Board', introduced April 2006. A number of documents require minor amendment such as the detail in recording accidents to ensure children's health and safety, and their ethnic origin, to meet individual needs. Overall the range of children's needs are met.

Children are in the care of qualified and experienced staff to ensure they are happy and settled in the pre-school. The ratios are maintained to a high level especially on the under three's session, ensuring the children's learning opportunities are significantly enhanced and they settle quickly in the setting. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the pre-school is worthwhile and provides high levels of challenge. The children are eager to engage in the exciting range of activities presented. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children. There are a number of periods of time when the children are lined up to move between activities and the routine is to be evaluated to ensure children are consistently purposefully occupied. The leadership and management of the pre-school in relation to the funded education is good. There is regular support for the staff team from the local authority, who also provide training. The representative of the registered person encourages staff to seek qualifications and the commitment by staff to develop knowledge contributes to the progress made by children in all areas of learning. Staff share the roles and take responsibility for overseeing such areas as the 'Birth to three matters' framework or special educational needs.

Improvements since the last inspection

At the previous care inspection the setting agreed to ensure a full and detailed record is made of any accidents. PLA documents are used and more detail is recorded. However, the size of the injury is not recorded consistently enough to meet the child's medical needs should a further injury occur.

At the previous education inspection there were no significant weaknesses to report. Consideration was to be given to improving the following: continue with plans to develop the outdoor play area and consider practical ways to increase opportunities of how to keep parents and carers well informed about children's achievements and progress. The setting has developed a variety of ways to keep parents informed and the annual open morning has been a great success. Progress records are shared and to promote this positive partnership with parents the setting plan a mid-year meeting which is to assist further in recognising the children's individual

development needs. The plans for the outdoor area are not yet approved as the wheels of bureaucracy turn slowly, consequently the children's access to fresh air and outdoor play are limited. Parents can be assured the setting responds to recommendations and considerations to the best of their powers and children's welfare is given the utmost priority.

Complaints since the last inspection

Since 1 April 2004 there has been one complaint made to Ofsted. A concern was raised relating to National Standard 1, Suitable Person. This was investigated by Ofsted by gathering relevant information from other agencies. No National Standards were breached and the setting met the National Standards and remained qualified for registration at the time the investigation was closed.

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):

- ensure children's access to the necessary toilet facilities to meet the ratio criteria is consistently met
- ensure incidents relating to behaviour management strategies are recorded and signed by parents and carers
- ensure the regulator is informed of changes to the registered persons and all policies and procedures contain reference to current legislation, national standards and guidance
- ensure detail which includes the size of the injury is recorded in the accident records
- ensure children's records contain information which enable appropriate care to be given
- ensure the recording of children's progress under the 'Birth to three matters' framework is completed appropriately to assist in the planning for future progress.

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):

- consider the routine, to ensure all children do not spend periods of time in lines moving between activities
- consider the size of the story group, to ensure all children learn age appropriately
- ensure all the aspects relating to children's mathematical learning are consistently included in the curriculum
- consistently promote mark making, the correct use of tools and recognition of letters.

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