



## Yelvertoft Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	220203
<b>Inspection date</b>	07 November 2006
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<b>Setting Address</b>	Lilbourne Road, Yelvertoft, Northampton, Northamptonshire, NN6 6LJ
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<b>Registered person</b>	Yelvertoft Pre-School Group
<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 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?

Yelvertoft Pre-School opened in November 1992. It operates from the village hall on the outskirts of Yelvertoft, Northamptonshire. A maximum of 24 children may attend the setting at any one time. The pre-school is open on Monday, Tuesday and Friday from 09.30 to 12.00 and on Thursday from 09.30 to 13.00, during term time only. Additional sessions from 12.30 to 15.00 take place when morning sessions are full. All children share access to a nearby secure enclosed outdoor play area.

There are currently 13 children aged from two years six months to under five years on roll. Of these, 11 children receive funding for early education. Children attend for a variety of sessions. The pre-school serves the village and local area.

The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from 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 satisfactory.

All of the children understand simple health and hygiene practices and are able to tell staff that they need to wash their hands and why. After toileting they appropriately use liquid soap and paper towels, but before eating they share a communal bowl of soapy water which increases the risk of cross-infection. Children stay healthy because there are regular cleaning routines in place for the premises and the resources. Staff are particularly vigilant at ensuring the tables and the floor are cleaned. Parents are made aware of the health policy, which excludes children when they are ill and that they need to collect their child if they become unwell during the session. Children do not need to sleep, but quieter activities are available if they need to rest or are restricted by their physical condition, for example, following an injury.

Children are sufficiently nourished as they are provided with a snack each session, often including fruit and food is provided by parents when children stay for lunch. However, they do not always have plates to put their food on and opportunities are missed for them to help with its preparation, for example, the fruit is ready prepared by staff. They have very good access to a choice of drinks, with jugs and beakers available throughout the session. Staff keep an eye on which children do not access the snack table and give gentle reminders to ensure that children are sufficiently hydrated. Children have their health and dietary needs fully met because the setting works with parents to ascertain what these are. Medication is not normally given, unless for a life threatening condition.

Children have regular opportunities for physical play with staff providing activities indoors when it is not possible to go out. They enjoy riding around on the trikes and join in enthusiastically with circle games. They have satisfactory access to fresh air when using the adjacent park area or going on walks in the village. The children in receipt of funded provision are confident in their movement around the premises. Good control is demonstrated when pedalling the trikes or in throwing, rolling or kicking balls. They have opportunities, for example, to negotiate around cones and to climb ropes. They have a good awareness of the parts of the body, with younger children able to draw realistic people and they discuss the changes that happen after exercise in their topic 'All about me'. Daily opportunities are provided to use a wide variety of small equipment, including scissors, glue sticks, spades, magnets and rolling pins to develop hand-eye coordination. They use tools and materials with increasing control and independence, with staff very aware of who needs additional support.

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

The provision is good.

Children are cared for in a welcoming, secure and safe environment where they have had only minor accidents, consistent with their ages. Incident are treated appropriately, with all the staff

trained in first aid, and fully shared with parents. Staff work hard to make the premises welcoming to the children by ensuring that activities are set out ready in differing areas of the room before the beginning of the session and greeting them as they arrive. Some displays are available around the room, although restrictions are in place because it is a shared building. Children are kept safe because staff have identified most potential hazards and ensure measures are in place to reduce them. For example, they act sensibly to restrict children's access to parts of the hall when wiring had been left out by other users and they are aware that the kitchen door needs to be closed to prevent access to hazardous substances, although they do not maintain a full risk assessment of the premises or the activities undertaken. The premises are securely maintained during the session, with the external door only unlocked when it is time for children to go. Children remain together in the hall during the session, only leaving to access the toilets or the outdoor areas, which is always under supervision. Children use only suitable and safe equipment which the staff check daily as they set up the room.

Children are kept safe on outings, when they are always accompanied by their parents with suitable coach transport used for non local trips. Low ratios are in place whenever children go for walks and they are under constant supervision. Children learn to protect themselves through regular emergency drills, which are always carried out soon after any new children start. There are several different fire exits easily available, which staff ensure are kept clear. Issues such as 'stranger danger' and the use of hats and sun cream are discussed at various times of the year and staff use conversations that arise to probe children's understanding, for example, discussing hard hats when talking to a child about riding. Children are also protected because staff are confident that they understand their role in safeguarding children and know what procedures to put in place if necessary. However, they are unsure about the procedure for any allegations made about themselves, as this is not included in the current policy.

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

The provision is good.

Children are confident and have high levels of self-esteem. They engage adults in conversation and initiate interaction with other children. They become engrossed in what they do spending long periods, for example, developing the train layout, explaining how different pieces work and negotiating between themselves whose trains will have right of way. If they are unsure about how things work they ask staff, with a complex discussion taking place about the use of the water tank with steam trains. They are aware of what is going on around them, asking questions about why the hall was different and expect that the staff will respond to their queries. Children use their initiative when deciding what activities to access or how they want to develop them, for example, when setting out the train track, pretending that the blue carpet underneath is the sea.

Children acquire new knowledge and skills through their constant interaction with staff and each other and by positive first hand experiences, because there is always someone on hand to support them, explain how to do something or to work alongside them.

The quality of teaching and learning is good. The staff have sufficient knowledge of the early years curriculum to enable them to plan a varied range of activities which cover all areas of learning over time, although it is not always clear on the plans which activities link to the

identified learning intentions. They have additional planning for adult-focussed activities which link in with several areas of learning, include ideas to challenge more able children and ways for parents to follow up learning at home, although these are repetitive at times. Staff sometimes record on these what children need to do next to develop, but they do not routinely evaluate what actually happened. Staff frequently make spontaneous changes to follow the interests of the children and challenge them, particularly through detailed discussion, but the planning does not reflect this and as a whole lacks variety. The staff provide a balance between whole group activities, individual interaction, free choice and adult supported activities. However, due to the current high ratios children do not always have the opportunity to develop their own play independently, as the staff are eager to join in. Most of the time they pick up on opportunities to extend or consolidate children's learning, for example, to encourage counting. They do frequent spontaneous observations and make good use of the information they obtain to get to know individual children well, then use their interests as a basis for individual play plans to work on the areas for development.

The funded children are interested in what they do, motivated to learn and demonstrate that they have lively imaginations. They are excited about what they are doing and willing to discuss at length with adults what that is, for example, providing a detailed description of how to make a sandcastle. They can sit and concentrate when required at circle time or to listen to stories and some children choose to go off and play alone, happily making up role play situations for themselves in the home corner. They are also able to share, take turns using equipment or play cooperatively. Children enjoy having responsibility for self-registration, organise for themselves when they want their snack and take pride in helping to tidy up, particularly when using the dustpan and brush to sweep up the sand. They talk freely about their homes and families and show an interest in aspects of their own culture, for example, bonfire night. They enjoy listening to stories, either individually or in a group and respond to the questions staff ask about what is happening. They like sharing their news with the other children and confidently talk in front of others. They join in with rhymes, listening to the variety of sounds made through intonation, which are reinforced by concentrating on a different letter sound each week. Children handle pens and other writing implements correctly and use them to practise hand-eye coordination when, for example, painting, chalking or following lines on a worksheet. Some of the older children are able to write their names independently, whilst the younger ones continue with their mark making opportunities in the graphics area and in role play situations.

Children have daily opportunities to practise their counting, for example, working out how many children there are so they will know how many beakers will be needed. Staff are skilled at using the spontaneous opportunities that arise to reinforce the children's knowledge of numbers, for example, asking them how many cars they have got. They also make sure that children use the correct number of fingers in rhymes such as 'five fat sausages', which subtly introduce children to calculation. Children have a good knowledge of the basic shapes, which is reinforced in shape puzzles, creative activities and during self-registration when children have to match the shape of their name card to the correct hole in the post box. They are able to follow patterns, for example, when sorting the compare bears by size or colour. They solve problems in practical situations, working out for themselves how to move the trains around so that they could get past each other.

Funded children are provided with opportunities to explore the world around them. For example, they use their senses to taste a variety of fruits, they experience living things on farm visits or when growing plants and they try out different objects to see which sink and which float. They discuss with staff how things work as they come across things they do not understand, for example, the addition of a water tower to the train set leads to a discussion about what it is for. Children have some opportunities to use technology such as a tape and microphone, although modelling in role play situations is more widely available. They are developing their concept of time and talk about how old they will be at their next birthday and the other children they remember who are now at school. Children access a variety of media and materials in their creative activities to make pictures and models in two and three dimensions, often through the adult focussed activities. They have some opportunities to access music, either with instruments or singing and role play activities are always available. However, these activities lack variety, for example the malleable play is nearly always dough and the role play is a basic home corner for much of the time, with opportunities missed to link it in with the topic and make it more attractive and provide a greater scope for learning to a wider range of children.

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

The provision is good.

Children have their individual needs met well including those with any additional needs, for example, learning difficulties or a temporary medical condition. Full details of all the children are obtained from parents before they attend, using the 'All about me' booklet provides information on each child's likes, allergies and personal hygiene routines. Staff ensure that they access any additional information or training that is required to help them meet specific needs. Information is then kept updated through conversations between the child's keyworker and their parents. All parents have access to the policies and procedures as well as other general information about the group. However, some of these have not been kept up to date and the complaints procedure does not give parents adequate information to enable them to express any concerns they may have about the provision to the regulator.

All of the children quickly develop a sense of belonging in the pre-school. They are aware of routines, for example, the self-registration system on arrival, because they have several opportunities to visit the setting and look around. Staff also visit the child in their own home if parents wish so that they get to know them in familiar surroundings. Children are comfortable in the group, confident enough to approach adults and other children for support or to join in with an activity and quickly make friends. They move around during the session, interacting with a variety of adults and children, getting positive encouragement from the staff when they do things well and for sharing or helping. Simple, instant rewards are very effective in promoting positive behaviour and as a result the children generally behave very well, with only gentle reminders needed at times, for example, not to take the wheeled toys on the carpet.

Children have good opportunities to make choices and decisions, as for most of the session they have total freedom of movement between the activities. Adult directed activities and necessary routines are kept to a minimum. Staff are aware that the siting of their storage area will not allow children the freedom to self-select the large resources. So they compensate, for example, leaving the children to get items such as the sand toys and the train track out from

the boxes which they simply place on the floor. Children are also aware that they can ask staff to get additional things out for them from the store room, with requests quickly responded to if appropriate. The children are aware of their own needs, confidently asking to go to the toilet or deciding when they want a drink. They know that staff will respect their decision if they say they do not want one. Children are able to spend periods each session individually with a member of staff if they want to, either engaged in a specific activity, such as reading a book, or having a conversation about what they are doing which enhances their self-esteem. They are learning to develop respect for others as they listen to staff talking to different children about the things they have achieved at circle time and they accept that at times children like to do different things than they do. Children become aware of wider society as they have access to an improved range of toys and resources which provide positive images of diversity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. They are made to feel very welcome at any time, particularly when attending introductory session. They are provided with detailed information about the setting and the areas of learning that the early years curriculum is based on and can see their child's records at any time. They have access to the planning and current topic in advance, so that they are aware of what the next letter and colour will be. This enables them to support their child and actively be involved in their learning by sending in appropriate items for the interest table and to understand why, for example, a request has come for baby photographs. They are also encouraged to share things that happen at home with the setting via the 'home achievement' book so that a wider picture of each child's learning emerges. Parents also accompany their child on outings and have opportunities at times during the year to attend the sessions as parent helpers, so that they see exactly what their child does and how the various activities link together to enhance their learning.

## **Organisation**

The organisation is satisfactory.

The pre-school has sufficient regard for the well-being of the children in their care. The room is well laid out to make good use of space and provide a mixture of activities that cover all areas of learning each session. The staff work closely together, moving around the room instinctively as the children change activities at will. Most daily documentation is accurately maintained and stored confidentially, although risk assessments are not routinely recorded. All necessary policies and procedures are in place and on the whole work to promote children's health, safety, enjoyment and achievements and their positive contribution to the setting. However, they have not been reviewed recently and the complaints procedure and safeguarding children policy are in need of particular attention. The committee are aware of their responsibilities and have notified the regulator of the changes to their officers. The provision meets the needs of the range of children for whom it provides.

The leadership and management of funded early years education is satisfactory. The committee are very supportive of the setting and there has been a consistent staff group for several years. Committee members visit the setting regularly and have meetings where the supervisor gives a report on what is happening within the group. They take responsibility for the appraisal of all the staff, which includes an element of self-evaluation, following which an action plan is

drawn up and training needs identified. These measures allow them to keep a satisfactory overview of the provision of nursery education. Within the staff team regular meetings are held to discuss the planning and children's progress. They welcome the advisory teacher in and work with her to access training and implement some of the improvements she suggests. They are very accepting of constructive criticism and demonstrate a strong commitment to improvement, although at times they need to be more pro-active in making things happen for themselves.

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

At their last inspection the setting were asked to improve care for children by making some alterations to policies and records. Since that time they have updated their special needs policy and now keep more accurate registers for everyone on the premises and appropriate records concerning any children who are identified as having learning difficulties or disabilities. This has improved the organisation of the group and made them more proactive towards special needs. The children are more secure as staff have a better understanding of their role in safeguarding children, although this statement still needs further alteration. They were also to provide an appropriate range of resources to promote equality of opportunity, which they have done by adding additional dressing up clothes, puppets and extra books so that children have a better understanding of wider society.

For nursery education the setting was required to make improved use of their observations and assessments and increase opportunities for children to explore the natural world. Since that time they have used the information they gain through observations to plan the next steps for individual children through their play plan and provided children with more frequent access to the outside areas through walks and outings, use of the play area and by taking activities outside in warmer weather.

### **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.

## **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 that all children's hand washing routines prevent the spread of infection
- extend the safeguarding children policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- include the address and telephone number of the regulator in the complaints procedure
- conduct a risk assessments of the premises, with an action plan detailing timescales to minimise any identified risks.

### **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):

- ensure that learning intentions are specific to the activities and that regular evaluation takes place to ascertain if children are achieving the planned learning
- provide a greater variety of adult focussed activity and free creative experiences for children.

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