



## Coton in the Elms Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY252588
<b>Inspection date</b>	04 December 2006
<b>Inspector</b>	Susan Rogers
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<b>Registered person</b>	Coton in the Elms Pre-School
<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?

Coton in the Elms Pre-School opened in 2002 and is situated at the Community Centre in Coton in the Elms. The village is situated within reach of Swadlincote and is close to the Derbyshire and Staffordshire borders. Children attend from the village and the surrounding areas.

There are currently 17 children from two years to four years on roll. This includes three funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with disabilities or learning difficulties. The group opens four days a week during term times. Sessions are from 09.30 until 12.00.

Three full time and one part time staff work with the children. All of the staff have early years qualifications to level 3. The setting receives teacher support from a teaching mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

The exceptionally well-practiced routines protect children against illness and infections. For example, children proficiently wash their hands before eating and after using the toilet. They are very knowledgeable and have very effective skills of how to protect themselves against illness and infection. Children's knowledge is greatly increased as staff have innovative means of promoting their understanding throughout the sessions. For example, they discuss that not washing your hands before you eat can make you sick.

Children are very well protected against illness and infection as there are thorough routines in the preparation of snacks and drinks. For example, food hygiene procedures are of an exceptionally high standard since parents helpers have a thorough induction and follow written guidelines that ensure that the children's health is thoroughly protected. Children enjoy well-balanced snacks that have high nutritional value and serve to widen their palates. These include wholemeal toast with spreads, baked beans with toast dippers followed by a variety of fruit. Children's different dietary needs are very well catered for as these needs are discretely displayed so that only staff and parent helpers can easily refer to them when they prepare the snacks. Children have excellent opportunities to learn about the positive benefits of good nutrition as they actively discuss during mealtimes which foods benefit their health.

Children are well hydrated and understand the benefits of drinking regularly since there are ample opportunities for them to enjoy drinks when they are thirsty. Staff's thorough knowledge of the nutritional benefits of drinking regularly ensures that children are provided with opportunities to be independent and consequently they are proficient in pouring their own drinks. Children's welfare is exceptionally well monitored consequently they enjoy play in temperatures that are conducive to their positive development. Children's development is greatly encourage as staff monitor the temperature of the room and ensure the room is well ventilated throughout the session.

Children are very well-protected in the summer as they play in the shade, wear hats, have frequent drinks and have sun protection cream applied when the weather is hot. They enjoy exceptional protection in the winter as they always wear warm clothing when they play outdoors. Staff ensure children's thorough protection since they provide additional coats for children if these are needed. Children's health needs are very well-promoted through the policies and individual records of each child which are exceptionally well-maintained and regularly reviewed.

Children develop excellent control when they use tools and equipment since they use a vast assortment of equipment that includes paint brushes to create images of their choosing, scissors to cut shapes, stick using glue and use containers to pour water from one container into another during water play. Their physical skills are advanced even further as staff provide very specific equipment for their use. They are immensely adept at balancing as they confidently use small ladders to reach slides and propel themselves whilst they use sit and ride wheeled toys. They are very aware of the space they need to explore and therefore skilfully experiment with large movements during music and exercise activities allowing good space between themselves and

other children. They enjoy immensely challenging activities demonstrating great skill whilst they compete in egg and spoon races and a shopping basket dash. Their physical skills are extremely well-developed as they negotiate walks in more demanding environments in the locality that include, trips to local farms where the ground is more uneven and more of a challenge to their skills.

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

The provision is good.

Children are well protected as a result of the effective risk assessments since the formal risk assessments are carefully monitored and recorded. Children's welfare is well-protected as a consequence of well maintained and attractive premises. Children's self-esteem is enhanced as they enjoy playing in exceptionally clean and well-maintained premises. Children are kept safe whilst they learn as the main entrance is door is very secure and staff monitor all visitors that come into the building. Children are well protected since there is effective security. All external doors are well managed ensuring the safety of children. Children are learning about the dangers of fire through well-rehearsed fire evacuation practices.

The choice of equipment is excellent and encourages children's learning by following themes, for example, farm animals are the same as the images on a computer game, and the hungry caterpillar story is read with matching soft toys to bring life to the story. Children's development is encouraged as they independently access an interesting range of stimulating toys and equipment that are maintained in a safe condition.

The premises are exceptionally welcoming and therefore promote children's play needs as the activities are attractively arranged and stimulate children's play. The free-flow system fosters their sense of independence and choice. The space and resources are very well used. The toilet facilities provide children with privacy but also allow staff to help less able children which contributes to their positive sense of self-esteem.

Children are well protected since staff are very vigilant about their activities and monitor their play at all times. Their learning is enhanced due to a generous staff ratio that ensures that the supervision is exemplary. Children are well protected if there were any concerns regarding their care as staff have attended child protection training and have advised parents of their obligations.

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

The provision is good.

Children's welfare is protected as staff provide children with cuddles and emotional security if they are tired. Children engage in a balanced and stimulating range of activities and experiences which actively help them progress in all areas of development. For example, they enjoy energetic play in the outdoor play area, create images from a variety of paint and textures and enjoy visits to local farms. Children are encouraged to make choices in their play since there is a wide range of activities available for them throughout the session. Their progress is actively encouraged by staff who provide good support and challenge their learning in most areas.

Children's communication skills are very well promoted through frequent well-chosen aspects of conversation that encouraged children to respond. Children's contribution to their learning is valued well and their comprehension is encouraged as the conversation and words chosen are always at the child's level and are well understood. Children are confident as their input into the setting is valued and staff listen to their suggestions. For example, children's opinions were actively sought when asked about the shape of certain fruit. Children settle and happily separate from their parents since the room is attractively laid out; children are therefore curious and inspired and readily play with the activities available. Staff are very welcoming to children and arrange activities that suit their different needs.

#### Nursery education

The quality of teaching and learning is good.

Children find the activities interesting and their motivation to learn is thoroughly encouraged by enthusiastic staff. Staff have a good understanding of the Foundation Stage through their commitment to training and implement aspects of this through their teaching. The activities are well planned and purposefully aid children in their development. Children's assessments are measured against the outcomes and are effectively used to inform the planning. Challenges are appropriate most of the time but are not sufficiently thorough when promoting children's broader appreciation of mathematical language. Staff recognise children's different starting points when they enter the setting and adapt the activities and support offered to accommodate the differences in their abilities.

Children are mostly independent; they put on their own hats and coats and use these skills to explore more fulfilling experiences during creative play sessions. Staff, however, are over-helpful to children at snack time and consequently impede their independence. They discover features of their local environment through visits to local farms and nature reserves where they observe the lives of animals through farm activities. Children are learning about different emotions and recognise that they should have fun and be kind to one another.

Children frequently use technology to support their learning. They contribute towards clearing away their toys at end of the sessions and are learning about their feelings, for example, when they are happy and sad. They are learning to cooperate, sit well together at story time and recognise that their play is enhanced when they include other children. They are developing imaginative ideas and use these successfully during creative play sessions and in their artwork where they create images of their own choosing.

Children are learning to use mathematical ideas to solve practical problems such as taking numbers away, counting the number of people in a group and adding to a number. They recognise shapes and numerals and many of the children use number for a purpose. For example, counting the number of children that leave the building and the number of plates that are needed at snack time. Children speak well and have developed proficient communication skills. Through story time they are aware that written text carries meaning and this helps them when they hang their coats on named pegs. Children are therefore learning how to recognise their names. They have consistent opportunities to spontaneously practise mark-making as a result of the designated writing area.

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

The provision is good.

Children's behaviour is exceptional since they are frequently praised. There are clear strategies for the promotion of children's positive behaviour that include awards of stickers and certificates to affirm children's achievements. Children have an excellent understanding of positive behaviour since staff explain why children have been awarded stickers for positive behaviour and helping others and are encouraged to celebrate in the success of others.

Children's needs are well understood as are their different patterns of behaviour since staff have a thorough knowledge of individual children. Their different levels of understanding and temperaments are met with effective strategies devised by staff. Children behave well as the activities ensure that children energies are well directed into meaningful learning opportunities. Children are learning to contribute towards their environment since they are helpful and clear away their toys at the end of the session. For example, older children will help younger children if they are not able to complete tasks. Children with disabilities or learning difficulties have their needs well understood by staff and therefore are fully included in all activities. Effective liaison with outside agencies ensures that all children's needs are thoroughly met.

Children are learning about traditions and the differences in other communities through activities and equipment. However, they are not given regular opportunities to learn about people with disabilities as the equipment that provides the children with positive images of these groups is not consistently available.

Children's social moral spiritual and cultural development is fostered. Children have opportunities to reflect during prayers and quiet time and are considerate to one another. For example, older children help younger children.

The partnership with parents for funded children is outstanding. Parents are provided with exceptionally good quality information about the setting and its provision, through a well-presented brochure that explains the purpose of the Foundation Stage and how parents and pre-school staff help children's development. Comprehensive assessments keep parents well informed of their child's progress. Their learning is greatly promoted as parents are provided with additional activities that their children can continue at home therefore children's learning continues in their home environment.

Children thrive through the first class relationship that staff have built between themselves and parents. There are several innovative strategies used to exchange information on the progress of the children that include informal discussions and an informative information board. Children's development is encouraged as their parents input into the running of the pre-school is much valued.

Children progress very well as a result of the mutual efforts of parents and staff. Parents are actively encouraged to contribute towards the running of the setting through the management committee and as parent helpers. Parent helpers are actively encouraged which results in parents being frequently involved in the development and care of their child and contributing to frequent

trips to local farms and parks. Parent helpers are much valued and parents are included in all of the outings so they are actively involved in the care of their child.

Parents' contribution towards the education of their child is much appreciated as staff work closely with them to promote any areas where their child may need additional help. Innovative strategies promote children's progress so their learning can continue in the home environment. Staff excel in their support of children's continued learning at home through the loan of equipment and activities that are specially designed to aid specific areas of learning. For example, parents are encouraged to contribute to children's learning by using practical methods or specific skills. Regular newsletters and a comprehensive prospectus keep parents exceptionally well informed about aspects of the Foundation Stage and future activities at the setting so that they can contribute towards their children's learning.

## **Organisation**

The organisation is good.

Children's welfare is well protected as there are effective strategies in place to ensure all members of staff are appropriately vetted and all parent helpers are supervised. Time and resources are well organised consequently children are able to consistently participate in meaningful activities. For example, whilst children wait to wash their hands prior to eating their snack they enjoy a singing session that helps them appreciate why they have to take turns. Children progress as a result of the excellent delegation of the staff. Children's development is encouraged as a result of effective staff who confidently interact with the children. Children progress as a result of the strong skills offered by staff who readily recognise the individual potential of the children.

Children learn quickly since the staff demonstrate high levels of commitment towards them and have furthered their knowledge by attending additional training and drawing on each others skills. Effective organisation results in children learning about the concept of time, since they are advised throughout the session that there is a limited time available before the sessions move on to snack, story time or outdoor play. This helps children consolidate their thoughts and make the most of their play opportunities.

Thorough organisation contributes to children's sense of security as sessions are exceptionally well managed with designated times arranged for different activities. Therefore children benefit from enjoyable regular routines that offer challenge but also familiar aspects of play.

Leadership and management are good.

Staff meet regularly to evaluate the provision and use a variety of self-assessment procedures to ensure they are meeting children needs and maintaining their interest. Commitment to ongoing good quality care is evident as staff have developed their skills and offer children interesting challenges through their effective understanding of the Foundation Stage. The provision meets the needs of the range of children for whom it provides.

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

At the last inspection the setting was required to review the organisation of snack time to provide opportunities that encourage children's social development, provide operational procedures for outings, make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and ensure that the child protection procedure includes procedures to follow in the event of an allegation being made against a member of staff or volunteer.

Children's social development is now encouraged through an effectively organised snack time. Parents now have details of the complaints procedure. Children's welfare is protected as the child protection procedures include procedures to follow in the event of an allegation being made against a member of staff or volunteer and the operational procedures for outings have been implemented.

### **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 a request. The complaints record may contain, complaints other than those in 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):

- promote equality of opportunity by providing children with more regular access to positive images of diversity in society.

#### **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):

- provide more challenge for children to fully develop their understanding of mathematical language



- increase the opportunities for the more able children to develop greater independence, for example, during snack time

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)