



## Swan Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	110011
<b>Inspection date</b>	04 December 2006
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<b>Registered person</b>	Naval Under Fives
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Swan Pre-school is situated in Rowner in Gosport and is one of the child care services operated by the Naval Under Fives organisation. It has been registered since approximately 1985 and has been in its current premises since 2001, serving the local community at all times. The premises are a ground floor flat with a secure garden for outside play in a residential area. The preschool is registered to provide care for 18 children from two to five years; however it is their policy to accept children once they reach the age of two years and nine months.

There are currently 21 children on roll and 12 attending who are in receipt of funding for nursery education. The preschool has arrangements in place to support children with additional needs or who may have English as an additional language. The preschool is open from Monday to Friday during term time, and offers sessional care from 09:10 until 11:40 and 12:15 until 14:45.

There are currently four practitioners employed to work with the children, three of whom hold relevant early years qualifications, with another practitioner currently working towards an NVQ level 2 qualification. Practitioners work closely with an advisory teacher in the locality and receive support from the Early Years Development and Childcare Partnership and Preschool Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children benefit from a good selection of nutritious snacks at the setting such as pita bread and ham, crumpets, cheese on toast, marmite sandwiches and cheese and crackers; these savoury snacks are also accompanied by varied fresh fruit such as kiwi, banana, mandarins and apples. General discussion increases children's awareness of foods that are good for the body and the benefits they have. This helps to develop children's understanding of a good diet and promotes healthy eating. The children have cartons of milk at snack time and practitioners have recently introduced a procedure whereby children can request fresh water at anytime by giving the displayed cup picture to a member of staff. As a result children are well nourished and hydrated. Practitioners have good systems in place to highlight children's individual dietary and health needs through an information list in the kitchen and close working as a team and with parents.

The children enjoy daily access to fresh air and outside play as there is a fully enclosed garden at the rear of the setting. Children also enjoy regular walks into the community, such as to the local woods to look for items for the autumn theme, which promotes their physical fitness and knowledge and understanding of the world around them. Children gain confidence using gross motor equipment in the garden, for example, as they practise balancing on stilts, throwing and rolling a hoola hoop or riding on the tractor. They have access to pushchairs which they enjoy 'whizzing' round the garden and pretend play in the two play houses. Use of the slide, rocker, balls and bean bags also promotes gross motor skills and coordination. Whilst the setting does promote physical skills well, practitioners do not currently make good use of the outdoor area throughout the year which would contribute to children's learning, enjoyment and experience of varied weather whilst also further increasing their access to fresh air. Children have good opportunity to participate in action songs and games such as 'Dingle, Dangle Scarecrow' and 'Sleeping Bunnies' which also contributes to their physical fitness. They negotiate their way well, stepping over play resources on the carpeted areas and around the furniture in the setting. They have a sense of space and awareness of others as they sit on individual mats for group time and are developing increasing control over their movements. Children handle tools and equipment well and have good hand-eye co-ordination as they, for example, complete puzzles, cut with scissors or use writing materials.

Children have a good understanding of personal hygiene and are becoming increasingly independent in their self-care skills. They know to wash their hands after using the toilet, after messy play and before snack time. They put on their coats to keep warm for outside play, gaining increasing control in doing so. Practitioners provide soap dispensers, a hand dryer and a small step in the toileting area to encourage good hygiene and self care skills, and encourage children to persevere at personal care tasks such as unbuttoning a cardigan or putting on their

own coats and boots. Children benefit from a clean environment which is well maintained by practitioners. Table tops and toileting accidents are effectively dealt with using anti bacterial fluids and disposable gloves. Most toys and resources are very well maintained; however, some weakness has been noted in this area with outside resources which are not kept as clean and maintained due to their storage. A minor weakness has also been noted in regard to any children who become ill or are tired as there is currently no bedding available which does not fully promote good health and could lead to spread of infection. Very good procedures are in place for dealing with accidents and emergencies, and all practitioners have a relevant first aid qualification and the first aid box is well maintained. This ensures accidents and illness are dealt with effectively and efficiently.

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

The provision is good.

Children have a safe, secure environment as practitioners have identified and minimised all risks and hazards. For example, stair gates are used in appropriate places and sockets, wiring and chemicals are inaccessible. Effective procedures are in place to prevent visitors accessing the provision unannounced; and appropriate systems are in place for the collection of children. For example, arrangements are agreed beforehand with parents on the registration form and if required passwords and photographs are used to verify other persons who are picking up children.

Informal risk assessments are undertaken on a daily basis of areas used and resources and a written in-depth risk assessment is undertaken on an annual basis which ensures hazards are identified and minimised. Effective deployment of practitioners contributes to good levels of supervision for children, and ratios are maintained to a high standard which promotes children's safety. Children remain safe in the setting as furniture and equipment are appropriate for the ages and stages of children. As a result they are suitable for use and do not present a safety hazard. Since the appointment of the new supervisor regular fire drills are now undertaken which ensures practitioners and children know how to evacuate the setting quickly and efficiently in the event of an emergency.

Children are well protected because practitioners have good awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. Both senior practitioners have attended additional child protection training, they are aware of their role and responsibility to safeguard children, recording existing injuries children arrive with and incidents, and of the agency to contact with concerns. As a result children's welfare is well maintained.

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

The provision is good.

All children receive individual attention and benefit from the friendly, welcoming environment. Practitioners are currently becoming familiar with the Birth to Three Matters Framework and hope to attend further training to consolidate their learning and effectively implement the components into the curriculum. They currently plan and provide a good range of stimulating

and appropriate activities which are adapted to ensure all children can participate. This ensures that younger and less able children are supported effectively. Children benefit from the good selection of interesting, fun and stimulating toys and activities. They are continually active and occupied, whether in free play or focus activities. Practitioners know the children well and ensure their care needs are effectively met. Children are very happy and confident at the setting as they build warm, trusting relationships with the practitioners and have friendly rapport with their peers, often greeting them with delight and a big 'hello' as they enter the room for registration.

### Nursery education

The quality of teaching and learning is satisfactory. Children are making progress because the practitioners understand how they learn through play and practical activities. Practitioners are continuing to develop a sound knowledge and understanding of the Early Learning goals and Foundation Stage. They plan and implement activities and resources, which help children learn and develop understanding. Currently children's individual records of achievement and observations do not inform future planning for their next steps in learning which does have an impact on the individual progress children make in their development. However, the new supervisor is currently working with the Preschool Learning Alliance development worker to ensure this practice is put into place. Planning documents include how activities can be adapted to suit children who learn at different levels; therefore all children can participate and receive appropriate challenge which enables them to make progress. Relationships with children are good; and practitioners use effective questioning to promote independent thinking. Focus activities are planned and evaluated well and practitioners are clear on outcomes linked to the stepping stones.

Children benefit from resources in the quiet room and messy room where they can mark make such as art and craft, making patterns in the sand and with varied writing equipment which is readily available. Posters, text on display and story time promote the written word and children have good opportunity to recognise their own name as they self register at circle time. Children's spoken language is developing very well as they confidently talk about family members, pets and home life. They are very happy to interact with their peers and practitioners in role play or at group time and often need to be encouraged to sit for a few minutes and listen while someone else is talking as they are so excited to share their news. Children's levels of concentration are developing well as most enjoy activities for a good length of time. They love to work on nursery narratives with the practitioners, where they are encouraged and personally invited to predict, listen and contribute on their individual level.

Children have generally good opportunities to develop mathematical learning through daily routines, themes and activities: for instance as they count, compare, use positional language and descriptive language such as big and little, discuss shapes and colour at circle time and explore space and measure in incidental water and sand play. However limited activities are undertaken to encourage children to learn about basic calculation and this does not occur in daily routines such as at register time when another child arrives or when bowls are given out at snack time

Children have good opportunity to design and explore as they make hedgehogs from clay, use construction equipment and art and craft such as junk modelling. They express their own ideas for example when they suggest to the supervisor that the Hanukkah candle holder template should be decorated and what materials may be good to use such as glitter and stickers. Children enjoy play with the sand and water trays, they use their imagination well as they use the small farm animals in the dry sand and explore how the water flows through sieves as they fill and empty containers. Practitioners foster children's curiosity and investigation skills well as they provide an interest table and resources such as magnifying glasses so the children can carefully look at the nature items they have collected. Children gain a sense of time as they learn the routine of the session, days of the week, seasons and weather changes. They have good access to a computer, digital camera, printer and compact disc player which enables them to develop skills in following simple instruction and using interactive equipment. Children learn about other cultures and beliefs at the setting as they celebrate various festivals and events and have positive images on display and resources about all members of society. As a result children gain understanding and respect for others who are different from themselves.

Children have good opportunity to develop skills in using a range of tools and materials. They enjoy creativity in the role play area using their imagination well as they dress up in their favourite white dress or cloak or as they play with the emergency vehicles on the car mat making the sounds of the sirens. They enjoy artwork and design and are able to explore their own concepts and ideas which are displayed around the setting, evidencing how their work is valued and appreciated. Children enjoy familiar songs and rhymes which they join in with enthusiastically and also listening to Christmas songs on the compact disc player whilst they help to tidy away the toys.

Practitioners work directly with the children for the majority of the time and their interaction is good as they use open questioning to encourage children to think and work out own ideas and solutions. They provide a learning environment which offers children opportunity to participate in continuous play at a number of activities and thoroughly promote free play where the children can self select their own resources.

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

The provision is satisfactory.

Practitioners have a good understanding of equal opportunities and implement the setting's policies and procedures effectively as they have now changed the admissions procedure to accept children who wear nappies. Children are developing a strong sense of themselves because practitioners provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy attending the setting, gaining in confidence and self esteem because practitioners praise and encourage for effort and achievement. Children show a good sense of belonging, for example, they settle easily into the group on arrival and interact extremely well with practitioners and peers. Children's needs are met in accordance with any special requirements and close working with parents. The special needs co-ordinator has some training in this area and is developing her knowledge and understanding through regular attendance at cluster meetings with other colleagues and through support of experienced colleagues within

the Naval Under Fives organisation. Children's spiritual, moral, social and cultural development is fostered.

Children behave well in the setting. They are actively encouraged to share and take turns and are developing negotiating skills with each other. They have a positive attitude towards themselves and one another, with older children playing together co-operatively. Children learn to behave well and to have good manners as practitioners are positive role models. They are familiar with the golden rules of the setting which, for example, encourage the children to be kind and try to be helpful, be gentle and try not to hurt anyone, listen and try not to shout and walk and try not to run. Children respond well to gentle reminders from practitioners and thrive on the praise and encouragement they receive, and in particular on being awarded a sticker. All behaviour is discussed with the children and if required recorded and discussed with parents to ensure a consistent approach.

Children benefit from satisfactory partnership with parents. For example key worker systems operate and practitioners are happy to talk to parents on request. Parents are greeted personally at the door of the setting as they arrive or collect their children. They are sufficiently informed about the pre-school aims, routines and activities provided by means of newsletters, prospectus and notice boards. They have a positive view of the pre-school and feel happy with the service they and their children receive. During registering children parents are asked to complete information about their child's abilities, which contributes to how the practitioners can ensure children settle well and are provided with activities that are of personal interest. Previously the group has issued a report of children's progress in nursery education; however, this year they have decided explore other methods such as inviting parents to a key workers' coffee morning as an informal session for parents to view their children's folders and discuss their progress.

## **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory. Most practitioners are appropriately qualified in child care and early years with one unqualified member currently working towards an NVQ qualification. A recent management change now provides clear direction and clarification of roles with existing practitioners now being given additional responsibilities within the setting, which has a positive impact on team working. The new supervisor in post is currently reviewing planning of the curriculum to include Birth to three components and use of children's assessment records. This will have a positive impact on all children attending and on how children make better progress on their individual development and learning. The Naval Under Fives Coordinator is in the process of implementing effective systems to personally monitor and mentor practitioners to assess performance. However the supervisor has not yet undertaken supervision or annual appraisal of her team members which would ensure training needs are identified and develop work practice. Practitioners work as a team and meet regularly to plan the curriculum. They have sound knowledge of the Curriculum Guidance for the Foundation Stage to help children make progress in their learning and implement this appropriately. They are currently in the early process of understanding and implementing the Birth to Three Matters framework which ensures younger children are sufficiently supported and provided with care and learning opportunities to enhance their development.

Robust recruitment and vetting procedures undertaken through the Naval Under Fives organisation ensure the safety of children within the facility. Suitable procedures are in place for the induction of new staff in order to ensure that they are aware of the setting's working practices and policies. All policies and working practices are appropriate to promote children's health, safety, enjoyment and achievement. All required documentation is in place and stored appropriately to ensure it is accessible when required yet remains confidential. Organisation of the group and quality ratios contribute towards children's safety and ability to take an active part in the setting. The deployment of staff promotes positive relationships and ensures that children's needs and individual routines are met. The setting meets the needs of the range of children for whom it provides.

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

At the last Nursery Education inspection the group was required to improve children's communication skills by encouraging their conversation within small groups; evaluate organisation of sessions to ensure children gain spatial awareness and show consideration for others; and improve the use of assessment so that it directly links to planning of future activities for each child. To encourage children's conversation within small groups, practitioners now divide the children more frequently for free play and focus activities which enables all children to have increased participation in activities and to interact more with their peers and the practitioners. This also enables practitioners to actively identify children whose verbal communication is not as prominent and personally invite them to respond whilst other children are encouraged to sit, listen and wait for their turn. This therefore has a positive impact on children's social skills and of them being valued as a member of the group, which in turn boosts self esteem and confidence. Children now use small mats when they sit in circle or group time which helps them to have awareness of their own space and consideration of others. Assessment records are not yet being used effectively to inform planning for children's next steps in learning. However, the new supervisor is currently working with the Preschool learning Alliance development worker to look at effective planning and for how this can be incorporated to help children make increased progress in their learning.

At the last care inspection the group was required to ensure child protection training forms part of the induction for new staff; review use of accommodation and planning of activities to ensure children's are actively involved at all times; and review admissions procedures to ensure these are fully inclusive. The admission procedure is now fully inclusive and children with nappies are now accepted into the setting. The supervisor and deputy of the setting have attended initial and advanced child protection training and this format forms part of the induction for new practitioners as all policies and working practices are now covered, which has a positive impact on the welfare of children. The organisation of the setting has been changed and children are now actively involved in activities and routines throughout their time, which has a positive impact on their ability to enjoy and achieve.

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

Since the last inspection there have been no complaints made to Ofsted that require 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 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 younger children are well supported within the group by, for example, extending knowledge and understanding of the birth to three matters framework and linking components to the curriculum
- undertake annual appraisal of practitioners to ensure performance is effectively monitored and training needs identified to develop work practice.

#### **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 use of the outdoor area throughout the year which would contribute to children's learning, enjoyment and experience of varied weather whilst also further increasing their access to fresh air
- extend opportunities for children to learn simple calculation in daily routines and activities
- ensure records of achievement inform planning for children's next steps in learning.

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