

# All Saints Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	110240
<b>Inspection date</b>	03 November 2006
<b>Inspector</b>	Lorraine Sparey
<b>Setting Address</b>	All Saints Road, Lymington, Hampshire, SO41 8FD
<b>Telephone number</b>	01590 688057
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<b>Registered person</b>	ALL SAINTS 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 satisfactory. 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?

All Saints Pre-School has been registered since 1995. It is a committee run group and operates from All Saints Church Hall in Lymington, Hampshire. The children have access to the main hall, toilet facilities and a fully secure outdoor play area.

A maximum of 18 children may attend at any one time. There are currently 20 children on roll, of these, 15 children receive funding for nursery education. The pre-school opens Monday to Friday 09:15 until 12:15 and children are able to attend the lunch club from 12:15 until 13:00 term time only.

There are four members of staff work directly with the children all of whom hold suitable childcare qualifications. The group is a member of the Pre-School Learning Alliance and receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's understanding of maintaining healthy lifestyles is supported by staff in a variety of ways. They enjoy a range of healthy snacks such as a variety of fresh fruits. Parents provide children's lunch boxes and staff encourage discussion about healthy foods. For example, a child tells an adult that they have chocolate, they reply 'A little chocolate is okay'. Several children join in the discussion on healthy options. Staff sit with the children at lunchtime, eating their own lunches creating a social atmosphere. Children are encouraged to pour their own drinks at snack time using small jugs. They can choose between milk or water.

Children follow appropriate hygiene practices such as washing their hands before food and after toileting. Staff provide paper towels to minimise cross infection, although the children all use the same bowl of water to wash their hands. Children wear indoor shoes to ensure the environment is kept clean and hygienic. Staff implement sound procedures to ensure children's health and welfare, such as a sick children policy.

Children enjoy regular opportunities to develop their physical skills and exercise in the fresh air. They use a range of resources in the outdoor area. Staff talk with the children about how their bodies change after exercise and encourage them to notice the changes with their heart beats.

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

The provision is satisfactory.

Children are beginning to take responsibility for their own safety, which is reinforced through discussion. For example one child tells the adult 'When I ride my bike I have to wear a helmet'. The adult talks about why they need to wear the helmet. The child explains 'I might bang my head'. Other children join in the conversation. As part of an activity, children make firework pictures, staff discuss how dangerous they can be. An adult asks the children how they can keep safe whilst enjoying the fireworks. A three-year-old says 'we can only look at them, we must not touch them' another child talks about how fast the rockets go. Children follow simple rules to support their safety such as not running indoors. A member of staff gently reminds a child who runs across the room that she might like to try going back to the table again. The child walked across and the member of staff comments 'that is the most beautiful walking I've ever seen' the child smiles and sits down.

Children are cared for in a well maintained and secure environment. Staff complete regular risk assessments to ensure that the environment is safe for children. However, these do not always reduce the risk. For example, radiators reach very high temperatures and although staff put furniture in front to prevent children being able to touch them, this is only partially effective as children wash their hands next to a radiator. Staff demonstrate sound awareness of child protection issues. There are suitable procedures in place to ensure that children are protected from harm and neglect. Parents are made aware of staff's responsibility through the group's policies and procedures.

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

The provision is satisfactory.

Children are happy, they come into the setting and settle into their chosen activity. They are encouraged to develop their own ideas, for example, in role play and some creative activities. Children enjoy interesting activities and play opportunities, such as nature walks where they look for animals, insects and plants. They use a printed sheet to help them identify and record the number of listed objects they have seen. Children choose from a range of resources that staff put out each day. These are varied throughout the week to maintain children's interest. Staff interaction is good, they show a genuine interest in playing and talking with the children. They develop good relationships at registration time, children enjoy sitting on the staff member's legs one behind each other pretending they are on a train.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff demonstrate sound awareness of the Foundation Stage curriculum. They meet on a regular basis to devise the following week's plans which are linked to the areas of learning and stepping stones. However, some areas of learning are not equally balanced and children do not have the opportunity to increase and reinforce their knowledge in that area. For example, information communication and technology and mathematical development. Staff provide a variety of activities to stimulate children's interest such as visits from wildlife experts and going on the train to an Italian restaurant, where children make their own pizza's. Staff work well together as a team and provide good levels of support for the children. The setting is changing the method of recording the children's observations and assessments. They have recently implemented individual books where the child's key worker records how the child is developing in their learning. This enables parents to clearly see how their child is progressing. Staff manage children's behaviour effectively and continually praise and encourage the children throughout the session. There are sound procedures to ensure that children with English as an additional language and specific requirements are supported within the setting.

Children are motivated and interested in their learning. They demonstrate good levels of independence, changing their shoes and hanging up their coats as they first arrive. They pour their own drinks and are independent in their personal care skills. Children are developing good relationships with the staff and each other. They engage in conversation with their peers and the staff. A three-year-old confidently tells an adult 'I didn't come to school on my bike today. It was too cold and we came in the car'. During story time children listen intently and often join in with their favourite parts of the story. Children enjoy looking at books and use them appropriately. Some children form recognisable letters as they make lists in the role play area. Others enjoy making marks and tracing various lines.

Children enjoy singing and join in with the actions. Some children spontaneously sing during their play. They are invited to choose their own songs at various times during the morning. Some children show obvious delight requesting to sing the same song several times such as 'Twinkle twinkle chocolate bar'. Children have opportunities to develop their imagination through well resourced role play areas. Children enjoy developing their own ideas with support from staff. Several children pretend to cook meals in a restaurant for the adults who respond with enthusiasm and talk about what the children have prepared. Children are learning about the natural world. They regularly go on walks in the local area looking for animals and insects. Their understanding of caring for animals and living things is increased through visits from a local wildlife expert who brought a hedgehog to the setting and a parent who visited with a

new puppy. Children's understanding of information, communication and technology is not fully supported. They have some opportunity to use a digital camera however, this is only occasionally and does not increase their awareness in all areas.

Children confidently count and repeat using claps to identify the numbers of children and adults present. They increase their awareness of numbers through singing counting songs. However, staff miss opportunities to reinforce children's understanding in every day play. Some children are beginning to recognise shapes. A three-year-old asks an adult to pass her a circle during the creative activity. Children's physical skills are developing well. They confidently pedal around the outdoor area. Some children show increasing control as they steer and push their peers in cars. One child confidently pushes the bicycle up the ramp and calls to his friends 'mind out, I'm coming very fast' children quickly move out of his way. The majority of children use a range of tools such as scissors, glue sticks and paint brushes with control. Children learn about how their bodies change after exercise. Children enthusiastically join in with a exercise tape. They walk, skip and gallop around the room. After completing a member of staff encourages them to feel their heartbeat. One child comments 'mine is really fast'.

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

The provision is good.

Children's behaviour is good. They benefit from the staff being clear and consistent in the boundaries and expectations of behaviour. Children's understanding is further increased by the staff being a positive role model and their continual use of praise and encouragement. Children demonstrate good manners saying 'please' and 'thank you' appropriately. They enthusiastically tidy up the toys at 'tidy up time' cooperating with each other. Children's spiritual, moral, social and cultural development is fostered.

Children are learning about the wider world. Their awareness is increased through projects and celebrating a range of festivals throughout the year. Children develop good relationships within the community. They regularly go for walks in the village and enjoy visitors to the group. For example the local fire fighters and lifeguards came to talk to children during a project about 'people who help us'. Children with specific requirements are supported within the setting. Staff describe sound procedures to ensure that they work together with the parents to meet the child's needs.

Partnership with parents and carers is satisfactory. Staff welcome children and parents into the setting and there are good settling in procedures which include the parent staying with the child and then gradually leaving them. Parents receive information on the Foundation Stage curriculum. The setting operates an open door policy. Parents can view their child's progress records at any time however, some parents are not aware of the records kept in relation to their child. Parents report that the staff are welcoming and approachable. Their children are very happy at the setting.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Staff are committed to training and regularly update their knowledge. They work well together as a team to ensure that children are well supported within the setting. Staff implement a range of policies and procedures which include risk assessments to minimise hazards. However, these are not fully effective and children's safety is not fully promoted. The committee and staff have procedures

in place to ensure that parents are fully informed of the service offered. However, some parents are not aware of the records kept on their children. All the required documentation is in place and stored appropriately to maintain confidentiality.

Leadership and management of the setting is satisfactory. There are some procedures in place to monitor the nursery education such as evaluating activities and monitoring children's assessments to ensure that they are progressing. However, these are not always effective. The committee complete annual staff appraisals to identify any areas that staff feel they would like to develop such as undertaking further training. The setting has a realistic approach to their strengths and areas they can improve. For example, the person in charge recognises that they are not always proactive in increasing children's awareness of computers and programmable toys. She has also identified at times the restraints on the shared premises for example they cannot fully display children's creative achievements. The setting actively seeks support from the preschool development worker and values their advice and support.

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

At the last inspection the setting was asked to ensure that daily registers and fire log books are maintained with the required details. Staff have implemented new systems to ensure that the register contains details of the actual times of children's attendance and a fire log records the relevant information. They also agreed to consider how the book corner could be made more inviting to encourage children to use it further. Staff have introduced comfortable seating and often encourage children by sitting in the area reading stories with them. They were also asked to develop the current systems for planning, ensuring all staff are aware of the intended learning outcomes of activities. Staff work together on ideas for planning and they are now all aware of the intended learning outcomes. Planned activities are evaluated to ensure that children have met the intended outcome. This helps children progress in their development and learning.

### **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 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 satisfactory. 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):

- continue to develop systems to keep parents informed of the children's progress
- ensure that the risk assessments are used effectively to minimise hazards to children

### **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 the plans cover all areas of learning equally and the children's assessments are used effectively to inform planning
- ensure that the methods used to monitor nursery education are effective

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