



Shaldon Pre-School - Lunch Club

Inspection report for early years provision

Unique Reference Number	509040
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Inspector	Sally Hall
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Registered person	Shaldon Pre-school Committee
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Shaldon Pre-School is run by a committee of parents and employs an administrator. It operates in a community hall in the small seaside village of Shaldon in Devon. Children have sole use of the hall during sessions. The pre-school is registered to provide care for 20 children aged between three years and under five years. It opens during term-time on Monday, Thursday, and Friday from 09.15 until 15:00 including a supervised lunch club for children who bring a packed lunch and on Tuesdays 12:30 to 15:00. At present, there are 45 children on roll, of these children 35 are in receipt of funding.

The pre-school serves the local area and some outlying districts. Children with learning difficulties and/or disabilities can be supported and children with English as an additional language. Five regular members of staff work with the children including three who work full time, providing a ratio of one adult to five children. Staff have relevant childcare qualifications or experience

of working with children. The pre-school is supported by the Early Years Advisor Teacher and other outside agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good hygiene. They know to wash their hands before meals and after toileting and due to the layout of the facilities are able to be independent. There is a clear sickness policy in the event of children being unwell, which is known by parents and includes appropriate exclusion times. Standards of hygiene are maintained in all areas used and staff are vigilant in wiping tables before lunch. Continuity of care is promoted by effective use of documentation to record information, for example, accidents and this is shared with parents who countersign the records.

Children's dietary needs are recorded, they have healthy snacks provided of a variety of fruits, vegetables and bread sticks. Children staying to lunch bring a packed lunch. They have a choice of drinks at snack time and can help themselves to drinking water throughout the session.

Children have opportunities to have physical activities in the hall and have use of a secure outside play area. They develop a good awareness of space as they move freely enjoying obstacle courses, playing with a range of activities to encourage their motor skills and develop their large muscles. They select from a range of resources including using bats and balls and learn to balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have use of a large hall, which is set up well in readiness for their arrival with a good range of equipment giving children opportunities to move freely and play safely. Toys and resources are rotated giving children a broad range and variety and to provide challenge. Regular risk assessments are conducted and staff are vigilant in supervising the children at all times. Toys and resources are checked daily as they are used to ensure they are safe. There are good procedures followed to ensure safe arrivals and departures of children. The registers clearly show children's attendance. The staff are vigilant in recording visitors to the setting ensuring they have a clear record of who is in the building in the event of an emergency. Sensible precautions are taken on outings with risk assessments completed and staff take relevant documentation, first aid kit, and mobile telephone with them.

Children are further protected by the staff's good understanding of how to deal with child protection issues. They have a comprehensive policy and information to refer to and have completed relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settle quickly on arrival. They have free play initially whilst everyone arrives and then registration time where they are informed what is planned for the morning. Children are confident and interact very well with each other and members of staff. They are keen to ask questions at registration and share their news. They are polite and respect each other's work.

Nursery Education:

The quality and teaching is good. Children are making good progress along the stepping stones towards the learning goals in all areas. They are keen to learn and enjoy moving between the planned activities and initiating their own play with resources that are set up well. However, children do not always receive sufficient challenge to extend what they already know and can do. Staff plan the sessions well and have a good understanding of the Foundation Stage. They evaluate their sessions and monitor children's progress to support future planning and targets for children's next stage of development.

Children are interested in the resources and planned activities. They are able to decide for themselves what they would like to do as well as being encouraged to participate in group work and receive individual attention. Children listen well at story time and are encouraged to select books themselves, they hold books carefully and learn to value all the resources. Children have opportunities to write for a variety of purposes including writing their name in sand and recognise letters of the alphabet. They recognise their names and have names places put on the table at snack time. They discuss the weather and the day and date of the week at registration time. They recognise colours and count in daily routines, for example, counting cups and plates at snack time. They play with resources that support their counting and sorting skills. Children are keen to participate in songs, they enjoy action songs that extend their counting and simple deductions. Children learn about their community and diversity. They enjoy the role-play area, which is alternated to provide variety and to encourage children to talk about their own experiences. For example, being set up for travel, with children making their own passports and talking about where they have travelled to and how. Children have opportunities to make crafts and experiment making their own playdough adding colouring and glitter and then enjoy manipulating. However, they do not have opportunities to routinely use a range of materials to use their own imagination and ideas to be freely creative. They learn about their local community and have regular visitors including parents in to talk to them and extend their awareness and learn about festivals throughout the year with interest and enjoy practising and participating in productions. They learn to share and take turns, they are keen to show their work and take a pride in their achievements. They enjoy the praise and encouragement they receive from staff and develop confidence and good self-esteem.

Helping children make a positive contribution

The provision is good.

Children are happy and confident and have a good rapport with each other and members of staff. They are keen to share their news and take a pride in their work and their achievements.

Children are confident to talk at circle time and spend time talking in small groups planning how their game is going to unfold. For example, during role-play and during physical activities. Children learn about their local community and celebrate festivals through out the year extending their knowledge of diversity. The children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities are very well supported. The staff have completed training and liaise closely with parents and outside agencies to ensure children receive support and the continuity of care they require. In consultation with parents staff monitor and record children's progress. Staff are particularly vigilant in ensuring all children's needs are met and that they all receive equal attention.

Children behave very well, they share and take turns. They listen well to instructions. They are reminded to be thoughtful and caring to each other and to wait for each other. For example, at snack times waiting for everyone to be seated. Good behaviour is encouraged with reward charts and marble jar. Children know when a member of staff claps their hands or rings a bell they return to the book corner and sit down.

Partnership with parents is good. Parents are warmly welcomed and kept well informed on how their child has been on a daily basis as well as the progress they are making. Parents are asked to complete a child profile when their child first starts and have regular progress reports on how their child is progressing towards the early learning goals. They receive regular newsletters and have an informative prospectus. Parents take an active involvement in the pre-school and are invited in to talk with the children about the jobs they do in the community. For example, parents who are a local Lifeboat Crewman and Fire Officer have been invited. Parents also bring pets in and discuss with children how they care for them.

Organisation

The organisation is good.

Children are cared for by committed staff who have relevant childcare qualifications and commitment to on-going training and experience of working with children. They work well as a team and are clear of their roles. There is a clear induction programme for new staff and staff have yearly appraisals. The sessions are organised well to provide children with a range of play opportunities. The staff swiftly tidy up and set up new equipment and organise snack times to ensure the children's learning is not disrupted. Children's personal details is clearly recorded ensuring staff have all the relevant information to support them. They are very aware of the importance of maintaining confidentiality with all records. Policies and procedures are well documented to support the standards and regulations and are regularly reviewed. However, some addresses in policies are recorded incorrectly. They receive support from outside agencies and have weekly visits from the Nursery Staff from the local school with whom they have good links and planned introductions for children moving on to school.

Leadership and management is good. The staff are responsible for the daily running of the sessions, the planning and recording of children's assessments. They have an effective key worker system in place who is known to the children's parents. The staff are supported by a

committee and an administrator who is employed who provides valuable support and has a relevant childcare qualification so is able to cover in an emergency.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, recommendations were made to ensure the toilet areas are maintained and adequate for use by the children and staff. New toilets have been installed and are maintained to a good standard ensuring suitable provision for children. A recommendation was also made to ensure confidentiality of individual records. Children's records are now stored safely ensuring confidentiality is maintained.

Recommendations were made under the education inspection to increase staff knowledge of the early learning goals and how to promote meaningful and routine activities. Staff have attended additional training to increase their knowledge and now relate activities to the early learning goals. This has increased their knowledge and improved planning. A further recommendation was made to enable children to make progress towards all early learning goals. Planning and assessments are used to monitor children's progress these are evaluated and children's records show progress and targets.

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.

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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 policies have correct addresses particularly, the complaints policy.

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):

- extend opportunities to provide children with challenge in all areas of learning and build on what they know and can do.
- provide more opportunities for children to use a range of materials in craft activities to create their own ideas, use their imagination and be freely creative.

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