



Plumstead Manor Pre-School

Inspection report for early years provision

Unique Reference Number	EY224240
Inspection date	20 November 2006
Inspector	Christine Lynne Hodge
Setting Address	Plumstead Manor School, Old Mill Road, Plumstead, London, SE18 1QF
Telephone number	
E-mail	
Registered person	Debbie Neill
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?

Plumstead Manor Pre-School has been Registered since 1992 and is managed by a management committee. It operates from a large room within the premises of Plumstead Manor Secondary school. The Pre-School has a fully enclosed outside play area, toilets and kitchen area.

The pre-school may care for a maximum of 24 children at any one time. There are currently 21 children from three to five years on roll; this includes 19 funded children. The group opens five days a week during school term times and sessions are from 09:00 until 15:00. The Pre-School serves the local community.

Five members of staff work with the children. The staff team is comprised of: a manager and deputy manager, both of whom hold a level 3 qualification; two full time qualified staff; and

four part time staff, two of whom are qualified. The setting receives support from an advisory teacher and from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children can play in clean and well maintained surroundings. The comprehensive health and safety policy ensures that staff are familiar with and follow good hygiene practices, to promote children's health and hygiene. For example, tables are cleaned before and after meal times with anti bacterial spray. Children are learning good personal hygiene by washing their hands after going to the toilet and before snack time. They have lots of visual hand washing pictures in the bathroom to remind and encourage them to do so. The effective sick child policy reminds parents that children who are unwell must stay at home, in order to prevent the spread of germs and cross infection. Children are cared for appropriately in the event of accidents as the pre school always has a qualified first aider on site, together with two fully stocked first aid boxes which are very accessible. Medication and accident records are correctly recorded and signed by parents.

Children enjoy daily outdoor play in the fresh air and regular exercise. They have lots of space in a well equipped garden where they can run around and use an extensive range of play equipment to promote their all round physical development.

Children learn about healthy eating through snacks they are offered at the setting and by staff talking to them about healthy options. Children enjoy a variety of fresh fruit, raw vegetables and salad, bread sticks, pitta bread and other savoury snacks with a choice of water or milk to drink. At lunch time children are provided with lunch boxes from home. The nutritional policy asks parents to only include healthy options and prohibits any items containing nuts, sweets and fizzy drinks. Children help themselves to drinks of water throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school setting is warm and welcoming with lots of children's art work displayed around the room to create a child friendly and stimulating environment. The play space is well organised with designated areas of play to enable children to move around safely and independently. Daily risk assessments to the indoor and outdoor play area are completed to ensure that children can play safely. There are good procedures in place for the safe arrival and collection of children. For example, parents/carers are required to sign children in and out. Also the main door to the pre school is kept locked through out the session so that all visitors have to knock on the door to gain access. Prior notice must be given to staff if children are going to be collected by anyone other than the agreed parent or carer.

Equipment and furniture is in good condition and meets the needs of the children attending. Play resources are stored at low level so that children have easy and safe access and can make independent choices. Children are learning about keeping themselves safe. For example, staff

give gentle reminders about the dangers of running indoors and are helping children to learn about safety in the community through visits from the road safety officer and community police officer. The pre-school has effective evacuation procedures which are practiced regularly and appropriately recorded.

Children are well protected as all staff have been appropriately vetted and demonstrate a good knowledge of child protection. Staff are clear about their roles and responsibilities for safeguarding children and for recording and reporting concerns to Social Services.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time spent at the pre-school. They enthusiastically and eagerly take part in a wide range of well planned indoor and outdoor activities, which help to promote their enjoyment and all areas of their development. During the session children have free access to: painting, messy play such as slime, corn flour and play dough, role play, various construction activities, puzzles, the book corner and writing area; together with the well equipped outside play area. Children are sociable and are developing good relationships with adults and each other. Staff work well as a team to ensure that children have a good balance of child led and adult directed activities. For example, children have great fun organising their own games in the role play area but also enjoy more structured activities such as singing activities at large group time.

Nursery Education.

The quality of teaching is good. Adults demonstrate a good understanding of the Foundation Stage and that children learn through play. Staff work well together as a team. They plan purposeful and practical activities which are clearly linked to the early learning goals. The session structure is well organised so that children can make independent choices between indoor and outdoor activities. Staff provide good support and happily join in the children's play. They interact well with the children to encourage their language development and extend their learning. An effective keyworker system is in place. On entry to the pre-school staff talk to parents about children's attainments although nothing is formally recorded. Staff complete regular observations on children, which are then transferred onto developmental records sheets that are linked to the stepping stones. However, the development records do not clearly demonstrate what needs to be done to move children onto the next stage of their learning.

Children's personal, social and emotional development is progressing well. Children are interested and eager to learn. They have good concentration skills and engage well in activities. Children are confident in making independent choices and developing good self help skills. For example, they independently wash their hands before snack time and help themselves to drinks when they are thirsty. Children play well on their own and in small and larger groups. They are well behaved and play cooperatively together in the role play area, on the computer and in the garden where they take turns to play games and ride on the bikes. Children with learning difficulties and disabilities are well supported within the group.

Children have good listening and language skills and use these confidently to organise their play in the home corner and in the garden. Children enjoy conversations with adults and happily relate real life experiences of home and their time at pre-school. Children have access to a good range of books in a comfortable and well resourced book corner. They enjoy looking at books and listening to stories in both small and large groups. Children have good opportunities to practise their early writing skills, using a range of writing materials at the writing table and in the role play area. Many children can write their names independently.

Children take part in many activities that support them in developing good maths skills. Children are counting, recognising numbers, matching, sequencing and learning about shape, size and measurement. They enjoy singing songs that are introducing them to early addition and subtraction.

A good range of messy activities such as cornflour, slime, collage, play dough and free painting, together with good opportunities for role play and construction, help to promote children's creativity and imagination. Children have great fun singing songs and joining in the actions.

Children have good opportunities to extend their knowledge and understanding of the community and wider world. They enjoy visits from the dentist, lollipop lady and community police officer and go on regular visits to the library. Positive image play resources, together with themed topics about different festivals, help children to learn about other cultures. Children are learning about nature and living things through helping to look after the snail farm and planting in the garden along with visits to the Environmental Centre at Eltham and Godstone Farm. Children have independent access to the computer which they confidently use on a daily basis.

Children have good opportunities to develop their all-round physical skills by using a wide range of equipment at every session. They have good spatial awareness both indoors and in the garden. Children practise their fine motor skills by using a variety of tools and small equipment such as the computer mouse and key board, pencils, paintbrushes, scissors, play dough tools, construction resources and puzzles. Children develop their large motor skills by running, climbing, throwing and catching balls and bean bags and riding on bikes during daily outdoor play.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. The pre-school welcomes children and families from a diverse community and supports several children with English as an additional language together with children with special needs. All children are valued and respected as individuals and are encouraged to join in all the activities. Child record forms provide staff with detailed information about each child's race, culture, religion, home language, dietary requirements and special needs. Children are learning about diversity and disability through positive image play resources such as books, puzzles, dolls and role play materials. There are good systems in place to support children with learning difficulties and disabilities. For example, individual educational plans are drawn up by the child's keyworker and Special Needs Coordinator, who also works closely with the Area Special Needs Coordinator and other agencies such as speech and language

therapists and the Inclusion Support team. Children's spiritual, moral, social and cultural development is fostered.

Staff are kind, caring and sensitive. They act as good role models providing children with lots of praise and encouragement to promote their self esteem. Children are clearly aware of codes for behaviour. As a result they are happy, confident and well behaved.

Partnership with parents is good. This contribute to children's care, well being and development. Staff work in partnership with parents to meet children's needs and this is reflected in comments made to the Inspector during the inspection. An effective and flexible settling in policy ensures that children and parents can separate with as little disruption and upset as possible. Parents are invited to help in the pre-school and are provided with good information about the setting, the curriculum and events. The pre-school has good systems in place for keeping parents informed about children's progress and development.

Organisation

The organisation is good.

Children benefit from an enthusiastic staff team who are committed to providing a stimulating and safe environment where they can develop and learn to their full potential. Rigorous recruitment procedures are in place to ensure that staff are suitable to work with children. New staff complete an induction programme and all staff and students are required to sign a code of conduct agreement to demonstrate that they are clear about the expectations of their role. Children's health, safety, care and well being are well promoted because the pre-school has all legally required documentation in place, together with a comprehensive set of policies and procedures. However, some information in the policies still refers to Ofsted at Union St. Records are maintained confidentially and are shared with parents as required.

Children play in very well organised space and benefit from good levels of support and supervision. Play resources and activities are very accessible to children allowing them good opportunities to make independent choices. The flexible session structure provides children with a good range of indoor and outdoor activities which promote all areas of their development.

Leadership and management are good. The manager and deputy work very well together; they ensure that the staff team are well supported through regular team meetings, supervision and training. The consistent staff team have a good knowledge of the Early Years curriculum and are all involved in planning activities. Regular monitoring and evaluation of the session and main focused activities help to identify the group's strengths and weaknesses. The current staff team are working continuously to improve and develop the quality of care and education for children. For example, an Early Years Lead Practitioner is currently working with the management team to fine tune the group's planning and observations.

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

Improvements since the last inspection

At the previous inspection the pre-school was set four recommendations which have all almost been addressed. The complaints procedure has been updated to include details about Ofsted but unfortunately the group were unaware that Regional Centre has moved from Union Street to Bristol. The child protection policy has been revised to include procedures to follow if an allegation is made against a member of staff. The named person for child protection has been on recent Safeguarding Children training, which other staff members are waiting to attend. Daily risk assessments are now recorded. As a result children are now well protected.

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 complaint 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 that all policies and procedures referring to Ofsted contain the correct information

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):

- devise a system for recording children's attainments on entry to pre-school
- ensure that the systems for recording children's assessments are clear about how to move them on to their next stage of learning

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