



Coleview Pre School

Inspection report for early years provision

Unique Reference Number	109054
Inspection date	05 February 2007
Inspector	Rachel Edwards
Setting Address	Towcester Road, Swindon, Wiltshire, SN3 4AS
Telephone number	01793 828688
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Registered person	Coleview Pre School
Type of inspection	Integrated
Type of care	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.

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?

Coleview Pre-School opened in 1980. It operates from one room in a community centre within a residential area. The group also have the use of a larger hall. There is an enclosed area for outdoor play. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. Coleview Pre-School serves the local area.

The pre-school is registered to care for no more than 26 children from two to five years. There are currently 45 children from three to four years of age on roll. This includes 32 children who receive nursery education funding. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09.10 to 11.40 and 12.15 to 14.45.

Five part-time staff work with the children. All members of staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from the Swindon Sure Start Partnership

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop an excellent understanding of how to keep healthy, through the clear messages given by the staff, daily routines and related learning through topic based activities.

Staff consistently follow highly effective procedures to reduce the risk of infection and illness. Children can clearly explain why it is important to keep their noses clean or wash their hands after toileting or before eating. Staff are pro-active in finding out about children's special dietary or medical needs and take these fully into account in the care they provide. They make sure they receive any special medical training they need to promote individual children's good health.

Children really enjoy and benefit from the range of healthy and nutritious snacks. They are fully involved in choosing what to eat and help in the preparation, such as putting various spreads on bread rolls. They are able to pour their own drinks at any time and do so with skill and confidence. After eating, children help to clear the table and wash up their own plates and cups. They do this with great care and demonstrate a real sense of pride in their work. Mealtimes are sociable occasions, when staff and children relax and chat together. Children often take part in cooking activities, for example, making vegetable soup for snack time. In this way children develop an interest in food and become knowledgeable about making healthy choices.

Children have excellent opportunities to be physically active throughout the session. They are able to choose whether to play inside or out at any time. This helps all children but especially the more boisterous to concentrate better and enables them to sit quietly when appropriate, such as during group story times. The outdoor area is used imaginatively, often in ways chosen by the children. For example, children choose to take a dinosaur book outside. They share this with the member of staff and soon are running, roaring and 'flying' round the playground. They fetch binoculars and spy dinosaurs in the adjacent park. Each week children take part in a planned exercise programme. Their physical development is carefully monitored and they enjoy working towards fitness awards. In these enjoyable ways, children develop a love of exercise and playing freely in open spaces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, generally secure indoor environment and are able to freely access the fully enclosed outdoor play area. Risks of accidental injury are reduced by the usually vigilant staff both inside and when outdoors. However, at the start of sessions, there is a possibility of children leaving the premises unnoticed, before the doors are locked. Usually a member of staff stands by the door at this time, but this procedure is not consistently followed.

Staff are careful not to have hot drinks in the playroom but in the very cold weather have been taking hot drinks outdoors and putting them where children could reach them so that they are at risk of scalding themselves. Staff are generally skilled at achieving a balance between freedom and setting safe limits and of involving children in managing their own safety. In this way children learn some sense of danger, such as when using knives to butter and cut and when pedalling tricycles very fast. Safety is often included in topics such as bonfire night or when the community policewoman visits to talk to the children and when children take part in practise fire drills.

Resources are organised effectively to allow children to self select from a wide range of clean, well maintained equipment that is appropriate to their age and stage of development. Children share responsibility for keeping the environment safe, for example by helping to tidy up or handing broken toys to staff.

Children's welfare is safeguarded by staff who have a clear understanding of child protection issues. They are familiar with the locally agreed procedures and would be able to act in the children's best interests if they had concerns. Parents are informed of the group's responsibilities.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children really relish the time they spend in the setting. They wait eagerly to come in at the beginning of sessions and cheerfully greet friends and staff before settling very quickly to play. They are involved in a stimulating range of activities which are interesting, fun and develop their curiosity, creativity and imagination. Children achieve well in all areas because staff are highly skilled and use their excellent understanding of early years guidance such as the Birth to three matters framework and the Curriculum guidance for the foundation stage, to provide high quality care and education. Staff have very high quality interactions with the children. They take every opportunity to help children learn and build their confidence and self-esteem. They constantly talk to children about what they are doing, they are attentive as children express their thoughts and ideas and encourage them to try new experiences or develop their play further.

Children demonstrate a strong sense of belonging, as they confidently make choices, for example, in when and what to eat for their snack or what to play with and whether to be inside or out. They become highly independent in their personal care and learning. Children are totally absorbed and interested in everything they do and are confident to try new experiences. Staff develop close and caring relationships with the children, which increases their sense of trust and helps them develop high levels of self esteem. Children's behaviour is excellent. They are polite, helpful and really sensitive to others needs and feelings. A child is absolutely delighted when she is chosen as the special person for the day. The other children clap and smile and are genuinely pleased to see her so happy. Children work well together. For example, two of the older ones help push a younger child who has not yet learnt to pedal the tricycle.

Nursery Education.

The quality of teaching and learning is good with some areas of excellent practice seen. Curriculum planning is very thorough and ensures all areas are given sufficient emphasis. Plans clearly show what children are intended to learn and how activities can be adapted for different abilities. All activities are evaluated to determine how successful they have been and if they could be improved to enhance children's future learning. Staff meet regularly to discuss children's progress and ensure that they are sufficiently challenged at all times. Children's progress is closely monitored but at present there is not an effective way of fully sharing this information with parents nor for parents to contribute to children's records.

Children's communication and literacy skills are well supported by the planned and structured approach, for example, helping them to hear initial sounds and learn the letters that make them. They enjoy playing with words and making rhymes 'I'm all sticky licky' says a child buttering their roll. Children are developing a love of books. They listen intently and join in enthusiastically with familiar stories. They enjoy sitting in the cosy book area to share stories with adults or look at a range of books together. They especially enjoy looking at books they have helped to make, such as the one of photographs of when they were babies. They have good opportunities to make meaningful marks, such as writing their name on art work or making lists in the role play shop. Other enjoyable activities such as painting water on the walls with large brushes or making patterns on a paint covered table, help develop early writing skills.

Children count well, using numbers spontaneously in their play. They are developing an excellent understanding of addition and subtraction through routine activities, such as laying the snack table or counting how many sandwiches they have eaten and how many are left. Children enjoy playing in the shop or post office, where they use money, weigh parcels and calculate how much paper they will need to wrap them. Staff encourage children to ask questions and look closely at things. As a result children are curious and wonder how things work; they experiment with sinking and floating, recording their findings and watch materials change as they freeze, melt or are cooked. They grow seeds, collect natural materials on walks and help care for the group's giant snail and know it needs food and water, just like them. They learn about modern technology, as they competently use the computer, controlling the mouse with great skill and operating simple programs that support other areas of their learning.

Children regularly use a wide range of craft materials, with which they create individual, imaginative pieces of work. They learn to listen carefully to different sounds and enjoy experimenting with a variety of musical instruments. They use their imagination well as they play with a good selection of small world resources, dressing up clothes and re-enact familiar scenarios in the changing role play area.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Children with additional needs are given excellent support to help them achieve as much as they can and ensure they are fully included, for example, all staff and children regularly use 'sign-along' to help those with communication difficulties. Staff visit all children at home prior to starting in the group. This helps them to get to know children and their families really well, which helps children settle

quickly and ensure that staff recognise and meet children's individual needs for care and learning.

Children's behaviour is exemplary due to the clear boundaries and positive role models set by the staff. Children have a strong understanding of what is right and wrong and this is continually re-enforced through daily routines and practices such as caring for each other. Children gain high levels of self-control and learn to resolve minor conflicts in an amicable way. For example, children with no prompting from staff will fetch an egg timer to decide when it is their turn next. They are involved in making democratic decisions, such as by 'voting' for what construction toys should be put out. They are involved in caring for their environment, for example, by helping to tidy up, and by washing their own plates and cups at snack time.

Numerous activities develop children's knowledge and understanding of the world. Role play opportunities are particularly well planned as the scene changes, for example, from a railway station, hairdressers, doctors, garden or post office. Children learn to value similarities and differences between themselves and others. They celebrate different festivals, such as the Chinese New Year and Easter. Well planned and varied topics further enhance children's awareness of different cultures, disability and people's roles in society. In this way children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are given comprehensive information about the provision and are invited to share what they know about their child, before they start. There are daily informal opportunities to discuss any issues. Parents are kept well informed through regular newsletters, an informative notice board and occasional open days. Parents speak extremely highly of the group. Parents are encouraged to be involved in their children's learning. For example, they may help out at sessions and each week the staff give written suggestions for things to do at home with the children, linked to the current topic, for example, playing I Spy to help children hear initial sounds. There is one minor area for development; parents may see their child's developmental records on request but few do and at present there are few planned occasions for staff to speak to parents about their child's progress. Parents are not invited to contribute towards their child's ongoing assessment record so that staff may not have a complete picture of children's achievements. The group have recognised this minor weakness and are currently discussing how to further involve parents in their children's learning.

Organisation

The organisation is good.

Children's care and learning is enhanced by the quality of the organisation and good leadership and management of the group. Good use is made of staff, space and resources. Despite having to pack everything away at the end of each day, the staff are highly successful in creating a welcoming and enticing environment, where children enjoy spending their time. Excellent use is made of the outdoor play area, which greatly enhances children's learning and enjoyment. All the required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed. Parents are informed of the group's complaints procedure but this does not fully meet the current regulations. Thorough policies and procedures are in place but these are not always followed, which at times puts children at risk.

Children benefit from the well qualified, enthusiastic and highly skilled staff, who work extremely well as a team. There is an effective staff appraisal system in place, which enables staff to identify any areas for development as well as celebrate their achievements. The group are committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of care and education as part of an accredited quality assurance scheme. The provider meets the needs of the range of children for whom they provide

Improvements since the last inspection

As a result of the last inspection, the group was made recommendations to help develop the quality of care and education. They have made good progress.

They were asked to improve safety by carrying out a thorough risk assessment of the premises and procedures. There are now very thorough policies and procedures in place but these are not consistently followed by staff so that children are occasionally at risk.

To improve the nursery education, they were asked to increase: the opportunities for children to count and calculate; the opportunities to make things using their own methods and choice of materials and to increase the challenges for older and more able children. Staff now take every opportunity to increase children's understanding of numbers and simple calculations, through everyday play and routine activities, such as at snack time. Children make very good progress in mathematical development. Craft materials are freely available to children and they are encouraged to express their own creativity and produce individual pieces of work. Planning is now extremely thorough. All activities clearly show how they can be extended for more able children.

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

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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):

- ensure the complaints procedure complies with Children Act regulations, particularly in relation to the timescale for reporting complaints and make this record available to parents
- improve safety by ensuring hot drinks are not a hazard to children and by making sure children cannot leave the premises at the start of sessions, before the door has been locked

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):

- explore ways of sharing records more regularly with parents and encouraging them to contribute to children's ongoing assessments

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