

Toybox Pre-School

Inspection report for early years provision

Unique Reference Number EY340270

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Inspector Fler Wright

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Registered person Brighton Women's Centre

Type of inspection Childcare

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

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.

WHAT SORT OF SETTING IS IT?

Toybox Pre-School registered in 2006. It is run by a pre school steering committee and operates from a play room within the Women's centre in the Kemp Town area of Brighton, East Sussex. The pre-school is open Monday to Friday from 10:00 to 12:30, for 50 weeks of the year. There is no outdoor play area available.

The pre-school is registered to care for 10 children at any one time and there are currently 17 children aged from two to under five years on roll. Children attend for a variety of sessions. The pre-school offer support to children with learning difficulties and/or disabilities and to children who speak English as an additional language.

The pre-school employs two staff, both of whom hold appropriate early years qualifications. Fully vetted volunteers also work with the children on a daily basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have access to a clean and tidy environment with satisfactory procedures in place to help them learn about effective hygiene practices. Staff wear gloves during nappy changes, and spray the changing mat in between uses, helping to prevent the risk of cross contamination. Separate labelled cloths are used to clean specific areas, helping to ensure germs are not spread. However, children use the water tray to rinse their hands between activities increasing the risk of cross contamination. They use baby wipes to wash their hands before snack time, meaning they do learn about the importance of cleaning their hands before they eat, although they are not aware of the benefits of using soap and running water. Children see to most of their personal needs themselves, for example, wiping their noses or rinsing and drying their hands, although due to the physical restraints of the building, they are unable to visit the toilet on their own. Staff set up the play space well, to include activities that help children to learn about how to look after themselves. They enjoy washing dolls in the water tray with bubbles and cloths, and staff show children how to dry the babies carefully with towels as they lift them out.

Children have access to a variety of fruits on a daily basis that they enjoy at snack time. Staff talk to children about healthy eating, to help them become aware of the foods that are good and bad for their bodies. Drinks are available at all times from a jug and cups in the main play area and children are beginning to gain the confidence to ask for a drink, helping to ensure they are sufficiently hydrated.

Children enjoy a basic range of activities and equipment that help them to develop their physical skills. There is no outdoor area available, although children are able to visit the local park periodically, where they enjoy playing with hoops or running around and getting some fresh air. Children roam freely around the play space throughout the morning, getting some exercise. Physical play equipment such as see saws are incorporated into the weekly learning environment planner. However, staff do not always use singing time as an effective way to get children up and moving, and physical play equipment is not available on a very regular basis, slightly restricting children's development in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a small, bright and welcoming play space that is very well organised. Staff have made the best use of the space available and have set up a variety of interesting areas such as the book area, role play area, water tray and messy table amongst others. Children are able to move around and play safely. They have easy access to a good range of toys and resources that are stored in low level containers meaning they are able to help themselves throughout the morning. The environment is warm and welcoming with lots of photos and displays of children's work showing that staff value their contributions. The free flow structure works well, and children join in with activities and experiences as they please, making the setting a relaxed and intimate environment where children are able to thrive.

Staff deployment is very effective and helps to ensure children are well supervised and safe at all times. Children and staff practise the fire evacuation procedure every term, and ensure it is repeated throughout the week so that all children, staff and volunteers know what to do in the event of a fire. Details of the drills are recorded helping to identify any risks involved. Daily

visual risk assessments are carried out helping to ensure the environment is safe and secure, and staff conduct rigorous assessments before they take the children on each outing to ensure all possible eventualities are covered.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take should they have any concerns about a child in their care. This ensures they quickly recognise when a child is in danger and can act in the child's best interest. There are a comprehensive range of policies and procedures in place relating to child protection. Any existing injuries are recorded, helping to ensure children's wellbeing and safety is of paramount importance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and enjoy the time they spend at the pre-school. They are involved in a broad range of activities that help to encourage their learning and development and have access to good quality, stimulating toys that provide balance and challenge. Children enjoy singing and action songs, and actively participate using musical instruments or their hands. They enjoy trips to the park, although the opportunities for them to develop their physical skills on a daily basis are slightly restricted.

The relaxed atmosphere helps children to thrive in the stimulating environment on offer. Children are independent and choose what they would like to do. They are very familiar with the routines, and help to tidy up, or organise themselves in the book area ready for snack time. Staff set up the resources well to help the children initiate their own play. This is further encouraged as all equipment is easily accessible to children. Worthwhile experiences such as gardening, bathing dolls in the water tray, or using lentils, chickpeas and shakers with the play dough help make activities fun, and add good variety to each session.

Children relate well to staff and to each other. Children confidently approach staff for support, for example, when looking at books or for cuddles, indicating trusting relationships are built. Staff have a good knowledge of each child as the same staff work each day, helping to ensure consistency of care. They make observations of children and transfer these into books for each of them, making a lovely record of how each child is progressing. Staff have a secure knowledge of child development, the Foundation Stage and the Birth to three matters frameworks helping children to benefit appropriately from their skills and experience, and make good progress in their play and learning.

Helping children make a positive contribution

The provision is good.

Staff encourage all children to participate in the activities and experiences provided, helping to ensure they each have an equal opportunity to maximise their enjoyment and potential. All children have their work named and displayed, and they enjoy looking at photographs of themselves around the play space. This helps them to develop an important sense of belonging and self worth. There are a number of children who are bilingual and who speak English as an additional language. They are well supported by staff, who ensure their individual needs are met. One to one workers are available if required.

The designated special educational needs co-ordinator has an understanding of her role and responsibilities and would not hesitate to contact outside agencies for help and support if she

felt it would benefit the children attending the pre-school. Children attend from a variety of cultural backgrounds and there are lots of displays and resources available for children to help them learn about the wider world.

Children are well behaved and benefit from a wealth of positive interaction from staff. Staff explain the reasons for unwanted behaviour well, helping children to learn the differences between right and wrong, and show consideration for others.

Staff have a good relationship with parents, who are very happy with the care provided. They say their children are very happy at the pre-school and have completed feedback forms for staff, indicating their total satisfaction with the service. The policies and procedures are available to them at all times, and the parents notice board contains some helpful information, such as the planning, for them to view if they are interested.

Organisation

The organisation is good.

All of the required records are in place and are well maintained. They are complimented with a comprehensive range of policies and procedures, helping to ensure the safe and effective management of the setting in order to promote children's welfare.

Children profit from a well organised environment where they receive good adult support to help them feel secure and confident. Staff make good use of the space, time and resources, helping to ensure children have the opportunity to participate in a variety of well organised play experiences. Staff are well deployed, and have a good knowledge of their roles and responsibilities helping to ensure children are well cared for. The same two staff work every day so they know each child well, helping to ensure complete consistency of care.

Staff are receptive, and strive to improve the good practice at the pre-school. Overall, staff meet the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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

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.

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):

- improve the hygiene procedures in place with regards to hand washing
- increase the opportunities for children to engage in a range of physical activities

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