

# Morehall Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127389
<b>Inspection date</b>	08 March 2007
<b>Inspector</b>	Lesley Anne Cannon
<b>Setting Address</b>	Morehall CP School, Chart Road, Folkestone, Kent, CT19 4PN
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<b>Registered person</b>	Morehall 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 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?

Morehall Pre-School operates from an independent unit on the grounds of Morehall Primary School in Folkestone. The group serves the local and surrounding area.

The setting opens five days a week during school term times. Sessions operate between 09.00 and 12.00 daily and from 13.00 to 15.30 one afternoon a week.

There are currently 45 children aged from two to five years on roll. The setting provides care for children in receipt of Government funding.

There are seven staff that work with the children; of these, four have early years qualifications, and one is currently training. All staff hold a first aid certificate and attend short training courses. The setting receives support from a qualified teacher through the local Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are encouraged to enjoy a healthy diet sharing a variety of fruit and vegetables at snack time, they also learn about healthy foods in day to day activities and topics. This is a social occasion when they sit in a small group with a member of staff and share conversation. Children recognise when they are thirsty and can access water at all times.

Children's good health and well-being is promoted through regular exercise and daily personal hygiene routines. They recognise when they need to use the toilet and most can do this independently. Children understand they need to wash their hands after using the toilet. Children are encouraged to use tissues and paper towels to prevent cross infection. Staff have effective procedures in place when changing nappies to help prevent the spread of infection.

All children benefit from daily access to the outdoor play area. Children demonstrate a good sense of space and move confidently during physical activities. They show good co-ordination when throwing, jumping, running and balancing. This helps children enjoy physical activities as part of a healthy lifestyle.

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

The provision is good.

Children arrive happily and settle well. Staff create a stimulating environment where the resources are displayed in a variety of ways; on low tables, on the floor, or as part of the role play area. Children are also able to select from storage cupboards that are clearly labelled. This enables children to be independent and make their own choices safely. Resources are checked regularly and damaged or broken items are removed to prevent injury to the children.

Daily risk assessments are carried out to identify and minimise any potential risks to children, ensuring that action is taken to promote children's welfare. This enables children to move around safely and face new challenges in safe surroundings. Staff are fully aware of daily risks and know how to address them to ensure children's safety at all times, for example, when going outside to play staff ask children to make space to enable others to walk by safely. The children understand this and move accordingly.

There are clear procedures and policies in place to safeguard children. The policy is shared with parents to help them understand the role the group have in protecting children. This enables staff to safeguard children's welfare within the setting.

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

The provision is good.

Children are confident and settle quickly into familiar routines. Staff are quick to comfort and reassure those few children who need help to settle without Mum. Children are happy to approach staff and play alongside their peers and staff alike. Children are able to make choices in their play. They can sit quietly and look at a book, be involved in the busy role play area, or join in a craft activity. The children can sit quietly to listen when appropriate and concentrate for long periods on their chosen activities. They enjoy story time and join in appropriately. They are motivated and eager to participate when singing action rhymes.

The room is bright and the walls are decorated with children's work, creating a warm and welcoming atmosphere. Staff are using Birth to three matters to assess the needs of the younger children and adapting activities to take account of their needs.

## Nursery Education

The quality of teaching and learning is good. The majority of staff are qualified and have a good understanding of the Foundation Stage and how children learn. They are provided with a well-balanced curriculum that ensures children have a wide range of experiences that supports their learning in all areas. Plans include differentiation to ensure challenge and support for all children. Good observations identify children's stage of learning so that staff can plan the next steps for each child.

Children frequently talk about past and present events in their own lives and learn about the lives of others whilst participating in an activity. For example, whilst making cheesy bread they talked about making cakes with Mummy or Nanny and who liked to eat it. The staff are competent and adapt the conversations to reflect each child's stage of development and encourage children to try new words. This stimulates the children's thought process as they participate in activities. Their behaviour is generally good and minor disputes are settled quickly with good staff support. The staff work hard to praise children and enable them to try things for themselves, for example, a member of staff sat with a child who was trying to thread wool. This took time before the task was mastered, however the sense of achievement for the child was enormous.

Children learn good communication skills and communicate well with staff and their peers. They handle books confidently and share books with their friends. Children can access writing resources and are encouraged to give meaning to marks. However there is limited opportunity for children to see and match their learning of letters in activities around the room. Children can express numbers in day to day language, for example counting when weighing ingredients for cooking. They also have opportunities throughout the morning to develop their understanding of number, calculation and shape. This helps them to develop their awareness of simple mathematical concepts.

Children have regular outdoor play. Children understand they need to wear wellingtons in the garden as the grass is often wet; they can do this themselves, helping them to be independent. They have a small flowerbed where they grow and tend their own plants, which extend their knowledge of the natural world and the environment in which they live. They use a variety of resources in the garden to encourage children's sense of space and physical movement, for example, hoops, small balls, skittles, and physical games. These enable the children to manage their bodies and try new tasks like walking backwards. Children have occasional outings in the local area to extend topics, such as visits to the library, the local school, or post office, helping children to build their knowledge of their local area and the world.

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

The provision is good.

Children are treated as individuals and are encouraged to learn about themselves and others around them through play and conversation. Children develop a sense of belonging as their work is displayed and they are involved in taking care of the resources and help put them away appropriately.

Staff have a positive attitude towards diversity and provide appropriate resources. There are planned activities that celebrate a variety of festivals. This enables children to develop their own understanding of their and others needs. This means that children's spiritual, moral, social and cultural development is being fostered.

Children are familiar with routines and behave well. They understand what is expected of them; sharing, working together, and being polite to others. Staff encourage children offering support and praise, building their self confidence. The group offer care for those children with learning difficulties or disabilities, and work with parents and other agencies to ensure they met the child's needs.

Partnership with parents is good. Staff are aware of children's individual needs as parents share their knowledge of their child's development when starting to enable staff to plan for the children's next steps in learning; however there are no systems in place to keep parents updated of their children's individual progress and development. There is a parent notice board that is kept up to date and provides parents with a good selection of information, such as the current topic and learning areas. There is a weekly notice board that gives a snapshot of the week's activities, informing parents about various topics and how they can support their children's learning.

### **Organisation**

The organisation is good.

The premises are well organised and children can move around with ease. They also have use of an outside space that enhances play and learning opportunities. The staff team consists of both qualified and experienced staff, who are committed to updating and developing their knowledge and skills. The staff are deployed well giving children an opportunity to play independently or to be involved in an activity where they receive individual attention, ensuring individual needs are catered for. All relevant documentation is in place, such as an accident book and register, which contribute to the safety and well-being of the children. Staff are aware of confidentiality and all records are stored securely.

Leadership and management is good. Staff have a clear understanding of the Foundation Stage and the National Standards. They work well as a team contributing to planning and evaluating their practice in order to promote the outcomes for children. The clear communication helps to provide children with a well-balanced programme. Four staff hold a relevant childcare qualification and are encouraged to maintain their childcare knowledge by attending short courses. However, there are no formal monitoring systems in place to help staff identify their individual training needs.

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

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

Staff have implemented to ensure staff deployment is appropriate and have extended the range of resources that reflect anti-discriminatory practice; this extends the children's knowledge. The group have improved their nappy changing routines to improve privacy for the children.

### **Complaints since the last inspection**

Since April 2004 Ofsted have received one complaint relating primarily to National Standard 2 - Organisation; National Standard 3 - Care, learning and play; National Standard 6 - Safety.

The concerns regarded staff deployment, planning to meet individual developmental needs, and safety within the setting. Ofsted carried out an unannounced visit to investigate the concerns and found evidence that the National Standards were not being met. As a result Actions were set under the above National Standards. The provider responded well and has addressed the issues by introducing a staff deployment rota, planned activities, and a daily risk assessment. Ofsted was satisfied that by taking these steps the provider met the National Standards and they remain qualified for registration.

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 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 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):

- introduce a monitoring systems to identify staffs individual training needs.

#### **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 the opportunity for children to match letters and symbols that represent familiar sounds.
- ensure information is in place to keep parents updated of their children's individual progress and development.

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](http://www.ofsted.gov.uk)