



Denmead Pre-School

Inspection report for early years provision

Unique Reference Number	110352
Inspection date	16 February 2007
Inspector	Lynn Reeves
Setting Address	Memorial Hall, Hambledon Road, Denmead, Waterlooville, Hampshire, PO7 6PW
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Registered person	Mary Green
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?

Denmead Pre-School is a privately owned group and opened in 1984. It is situated in Denmead Memorial Hall in Denmead Village, near Waterlooville in Hampshire. Accommodation includes a large hall, kitchen and toilet facilities, and an outside play area.

The pre-school provides sessional care for 26 children aged 2 to 5 years. It is the policy of the pre-school to accept children aged from 2 years and 6 months. There are currently 45 children on roll, of these 34 receive funding for nursery education. The pre-school supports children with learning difficulties, disabilities and children who speak English as an additional language.

The pre-school opens Monday to Friday 09.15 to 12.00 and Monday afternoons 12.30 to 15.00 during school term time.

The owner of the group employs eight members of staff, two qualified supervisors to be jointly responsible for the day to day running of the pre-school. An additional six members of staff work with the children, three of whom are qualified, and two who are working towards a child care qualification. The pre-school achieved their award for accreditation in 2006 and receives help and support from the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn about good hygiene practices and develop good self-care skills and personal independence. The older, more able children take themselves to the toilet, blow their own noses and help themselves to drinking water. Care is taken by staff to ensure that younger children's hygiene is promoted, for example, ensuring they wash their hands after toileting and explaining why this is important. Children's risk of infection is minimised because staff implement effective health and hygiene policies and procedures, for example, they wear disposable gloves when changing nappies, use anti-bacterial spray to disinfect tables before snack time and ensure that all toys and play provisions are kept clean on a regular basis. The children are well protected as staff attend a rolling programme to update their first aid training and respond to accidents effectively, recording all relevant information and sharing this with parents. However, the procedure for recording actual times that medication has been administered is not in place.

Children enjoy daily opportunities to participate in activities developing their coordination and skills, for example, riding the sit-on-toys, kicking and throwing balls, crawling through tunnels and playing on the climbing frame and trampoline. They are beginning to learn about their bodies and find different ways to use their muscles, for example, crouching down, stretching up high, hopping and skipping as they dance to music and march around the room. Children develop good self-care skills as they attempt to put on their plimsolls before exercising, do up their buttons on their coats and put on their Wellington boots before going outside to play.

Children benefit from a healthy diet; on arrival in the mornings the children find their name cards and put this in the corresponding basket to select which snack they would like. Children are offered a choice of three things on each day, for example, fresh fruit, breadsticks or toast and this routine helps to develop children's independent skills and personal choice or preference. Children are given opportunities to try new things during cooking activities, for example, pancakes, Christmas cake and exotic fruits. They demonstrate their good use of manners during a very sociable snack time. Staff sit with the children and discuss what is good for them and then extend their learning by chatting about the things they have brought in from home in their key worker groups. Children's dietary requirements are catered for and recorded on their records to ensure all staff are aware of their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school provides a welcoming environment for children and their parents. Staff greet the children by their name and make themselves available to chat to the parents as they help to settle their children. The premises are bright and welcoming where pin boards are used to display the children's work, developing their sense of belonging. Letter, number and shape charts are displayed on the walls and resources are clearly labelled, which enhance children's recognition of word and print and promote children's learning. Children access a very good range of play equipment and resources, which are displayed at low level and rotated daily, increasing opportunities for them to be independent and enabling them to make their own choices.

Children are safeguarded because staff pay high attention to ensuring risks and hazards are minimised, for example, they ensure all resources and areas used by the children are checked before the children arrive and they complete written risk assessments which are then evaluated. The premises is secure, all visitors have to sign in, spillages are cleaned up immediately and hazards are removed from the floor to keep children safe. Children move freely and safely between the inside and outside learning environment and develop a good awareness of safety through participating in safety activities and practising emergency evacuations on a regularly basis. Children are given sensitive reminders about keeping safe, for example, not to run around the hall, to handle scissors correctly, to sit on the chairs properly in case they slip and to pick things up from the floor so others do not fall over things.

Staff's good knowledge and understanding of child protection issues helps to ensure children are protected from harm and neglect. They are able to recognise the possible signs and symptoms of abuse and would contact the relevant agencies as necessary to protect the children. Good procedures are in place for recording any injury a child attends with and, the pre-school keeps parents informed of its responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently run into pre-school, hang up their coats, find their names and select which free play activity they want to play with. Parents can stay with their child until they are settled and have opportunities to chat to the staff until all the children have arrived. Children are made to feel welcome as the staff are getting to know the children well and the key worker system helps to secure relationships between the children and staff, developing a strong sense of trust and belonging. Children remain interested and involved in their learning and they are provided with a good range of stimulating activities and learning opportunities. Staff ensure each activity is evaluated, taking account of the resources needed, numbers of children, level of differentiation and how the aims and objectives are, or are not, met. Children make good progress because staff are knowledgeable about the Foundation Stage of learning and the Birth to three matters framework, which ensure their needs are met. Staff interact well with the children, they make themselves available to offer help and assistance, knowing when to stand back to let play develop. Staff plan and organise a very good range of activities and new experiences to keep children interested and occupied, although the organisation of snack time leaves some children

waiting around for a long time and they become restless. Younger children are developing good communication skills as they contribute to group discussions and are becoming competent learners as they are integrated into older groups.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because staff have a secure understanding of how children learn and adapt activities according to the age and ability of the child. Staff implement a varied range of teaching methods to introduce an exciting range of activities and experiences to all children, including those with learning difficulties, disabilities and those who have English as an additional language. Staff work well together as a team, monitoring children's progress and gathering information to plan for the children's next steps of development. Staff are keen and enthusiastic and are good role models for children, encouraging them to use their manners and saying "please" and "thank you".

Children show a sense of belonging and have a high level of independence, freely selecting equipment for themselves and helping to tidy things away. They are eager to learn and concentrate well, showing good perseverance, for example, as they use the scissors to cut things out. Children are lively and confident in their setting, they happily speak to adults and visitors about what they are doing, for example, as one child plays with the plastic fruit in the home corner, he picks up a mango and says these are juicy, and you can get them from the Denmead market.

Children select books and choose when they want to sit in the quiet corner to look at these independently, as well as lining up in large groups for story time in the library area, or during narrative time in small groups with a member of staff. They begin to develop their understanding of sounds and letters and explore text as they find their name cards on arrival, on the snack tables and see clearly labelled resources around the setting. They begin to link sounds as they discuss the letter of the week and call out the names of objects beginning with, the letter 'N' for example, necklace, nail file, number nine and Noddy. Children attempt to make marks on paper in role-play for their shopping lists and some are able to form recognisable letters when attempting to write their names. Children's vocabulary is developing well as they discuss the weather at registration time and discuss the items they have brought in from home during their key worker groups at snack time. Staff use open-ended questions to make children think, for example, as one child plays on the computer, he thinks a funnel looks like a trumpet, the staff member asks him to think where else he would use a funnel, as he recalls in the sand tray.

Children gain confidence in using numbers as they head count during registration and when lining up to have their hands washed. Staff encourage them to add how many boys and how many girls there are. As the children play with plastic food, a staff member asks the children, how many are around the table, and how many pieces of food would they need each if they were to have the same, to make children think and problem solve. There are opportunities to extend children's understanding of comparing, for example, as they explore different weight, such as heavy and light, play with Compare Bears and add and take away when singing songs, such as ten little fingers.

Children investigate objects, such as how the magnets work and observe living things during planned activities when they plant seeds and bulbs and learn about life cycles. They acquire knowledge of their environment through outings and visitors to the group. Children enjoy using the computer, selecting programmes and demonstrate good mouse control, as one child drags the spring to decorate the snowman's face and says "this is his bouncy nose". Programmable toys, music tapes, magnifying glasses, scales, telephones and tills supports children's learning of everyday technology. Their learning is extended as they look at reference books relating to China, dress up in Chinese costumes and visit the Chinese restaurant in role-play.

Children demonstrate good spatial awareness as they move around the room, taking care not to bump into each other and negotiate the tables and chairs at snack time as they carry their plates. Children thoroughly enjoy singing familiar nursery rhymes, for example, "Peter Rabbit", "Chick Chick Chicken", "All the little ducks" and "Ten little fingers" where they act out the actions. They sing, dance, play musical instruments and march to music tapes, and recognise change in their bodies as they stop and listen to their heart beats.

Children express themselves and communicate their ideas during structured activities and free-play. For example, talking about what colour tissue paper they are going to use to decorate their St. Valentines heart with, discuss what they are cooking for tea in the role-play area and decide how much rice they are going to stick on their cardboard bowls. Children experiment with a range of media, for example, sand, water, play-dough, rice, pasta and paints. Children have recently completed a project on senses to explore their smell, hearing, taste and touch. For example, smelling herbs and spices, hearing birds, musical instruments, bells and traffic, tasting lemons, sugar, crisps and tonic water and touching fur, fabric, silk, cotton wool, paper and twigs.

Staff work very well as a team suggesting new ideas and methods, setting the planning and monitoring the children in a variety of ways to identify individual targets for children to work towards. Staff organise play resources well to ensure children can make choices. They recognise the group's own strengths, identify areas for improvement and provide a curriculum which meets the needs and abilities of the children; this ensures children are able to achieve their full potential.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and receive lots of praise and encouragement from staff, which helps them to settle. They have a very positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each other's play. Children show concern for one another as an older child helped a younger child find a chair during snack time. Children are able to make their own choices, for example, several children did not want to take part in the dancing and took themselves to the book area to sit quietly with a staff member. When children were asked to tidy up and sit on the mat, one child wanted to finish her colouring, she was given an extra few minutes to finish and then gently reminded that she needed to join the group for the next activity.

Children are confident and show good levels of self-esteem, they know what is expected from them and respond well to praise and encouragement. Children are beginning to understand right from wrong through the sensitive methods used by staff and being reminded of the group's golden rules for positive behaviour. Children benefit from the secure relationships between the staff and their parents. Flexible arrangements for the induction of new children to the group and the implementation of the effective key worker and the Birth to three matters framework helps to ensure younger children are settled and included and, keep staff well informed about children's individual needs and requirements.

Children gain a good understanding of the local environment and community when they go on nature walks, take part in teddy bear picnics and see a range of visitors in the group, for example, the health visitor, the lollipop man and the policeman. Planned activities that are linked to cultural festivals and access to resources representing a diversity of culture, ethnicity and disability promote equal opportunities. The children have been celebrating St. Valentines Day where they have decorated hearts for their mummies and daddies. They are currently learning about the Chinese New Year and enjoy acting out actions to the dragon dance, dressing up in costumes and using the chop sticks to pick up the rice. The setting has effective arrangements in place to care for children with learning difficulties, disabilities and those who speak English as an additional language. The Special Educational Needs Co-ordinator (SENCO) continues to attend training courses and works alongside other staff, parents and outside professionals, for example, health visitors, portage, occupational and speech therapist to ensure individual needs are met. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents for children who are in receipt of funded nursery education is good. Parents receive detailed information about the group and the curriculum via the prospectus, termly newsletters, regular reports and through the clearly displayed notice boards. Children benefit from good relationships between the staff and parents, as they are encouraged to share what they know about their child when they join the group. Parents are encouraged to get involved in home learning, for example, sending things in for the interest table relating to the themes and the letter of the week, and becoming parent helpers on the rota system; this allows parents to contribute to their child's learning and they can continue activities at home. Children's individual progress and achievements are discussed during handover time and through verbal and written reports, which keep parents up to date on their child's progress and next steps for learning. Children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and pre-school.

Organisation

The organisation is good.

Children benefit from the high levels of support offered by the staff and the well planned activities that keep children stimulated and interested in their play and learning. Staff are knowledgeable about the Foundation Stage curriculum and the Birth to three matters framework, which support children's care and learning. High ratios maintained ensure children receive lots of care and attention. Staff demonstrate a clear understanding of their roles and responsibilities and are very active in updating their child care knowledge through regular training. They have

good knowledge of the pre-school's policies and procedures as these form part of the staff induction, where they have to read and sign them to ensure consistent provision for the children. The required documentation is in place, although the procedure to ensure staff record their times of attendance in the register needs addressing. Detailed policies and procedures are implemented effectively and available for inspection. As a result, the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The manager of the setting supports the staff with regular meetings, access to training and through annual appraisals. Staff organise play and learning opportunities to ensure children receive appropriate challenges. All staff contribute towards the planning and make good use of regular meetings to monitor the curriculum and the impact on children's individual progress. Staff observe children and takes notes; this information is used to inform next stages of planning, helping children to reach their full potential. Staff work very well as a team and communicate very well with each other, they recognise the group's own strengths and identify areas for improvement, which they regularly address at staff meetings. The management and staff are committed to ensuring that the quality of care and education is continually improved for all children. All staff help support children's well being and education, which enables them to achieve their individual potential during their time at the pre-school.

Improvements since the last inspection

At the last education inspection the provider was asked to provide parents with opportunities to add comments about their children's learning and contribute towards their child's progress. Since the last inspection the provider has provided ample opportunities for parents to be involved in their child's learning. For example, they have access to their child's records at any time, which they can make comments on, they are provided with termly reports on their child's progress, are asked to send in things from home relating to themes and topics and have opportunities to help out on the parent rota system. These improvements ensure that parents are fully involved in the children's learning and achievements.

At the last care inspection the provider was asked to develop written procedures for outings and emergency evacuation. Since the last inspection the provider has introduced a system to ensure that parental permission is sought for outings and they have introduced a fire log book, which clearly demonstrates how often fire drills are conducted and how these are evaluated, ensuring children's safety.

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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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 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):

- further develop the procedure for recording medications administered to include the actual times given
- further develop the procedure for maintaining the daily registers to ensure actual times of attendance are recorded for staff

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):

- consider how the organisation of snack time can be improved to prevent children becoming restless and to remain occupied

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