



Loxwood-Pre School

Inspection report for early years provision

Unique Reference Number	113592
Inspection date	31 January 2007
Inspector	Christine Clint
Setting Address	School Field, Badgers Way, Nicholsfield, Loxwood, West Sussex, RH14 0TJ
Telephone number	01403 753284 or 01403 823824
E-mail	
Registered person	Loxwood 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Loxwood Pre-School opened in 1980. It is managed by a voluntary committee of parents. It operates from a self-contained unit set in the grounds of Loxwood Primary School. The pre-school serves the local area and surrounding villages.

There are currently 21 children from two to five years on roll. This includes 16 children in funded educational places. The pre-school supports children with learning difficulties or disabilities. Children attend for a variety of sessions and during the inspection 14 children were present.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00 midday. A lunch club operates on some days from 12:00 until 13:00 hours.

There are seven members of staff who work with the children. Four staff have early years qualifications and one staff member is working towards a qualification. Four staff members also hold certificates in first aid training. The setting receives support from the local early years network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Older children are taking responsibility for their own personal care, they use the toilets and wash their hands independently during the session. They know that they can freely come in from outside play to use the toilets. They have pictures and text displayed above the sinks, to remind them about hand washing and staff diligently help the younger children to follow these routines. They use liquid soap dispensers and paper towels automatically. Older children collect tissues when they need them and use the nearby bin. Younger children are reminded to find the tissues themselves and staff often take them to wash their hands if they are learning to wipe their noses.

Children wearing nappies are individually managed according to their needs and staff follow planned routines to maintain hygiene. They disinfect the changing mat and wear gloves. Children's individual nappy changing or toileting routines are arranged in advance with parents, who supply all requirements and these are hygienically stored on a high shelf.

Children are cared for in clean and well prepared premises. The staff regularly sweep up sand and mop spilt water during the session to maintain effective hygiene, they have organised rotas for responsibilities during the week. Children wear aprons for water play and they are frequently reminded to push their sleeves up to prevent them becoming wet and uncomfortable. The tables are thoroughly cleaned and the floor is swept before snack time. Staff wash any cups that fall on the floor during snack or lunch routines. Children also play with sand outside, at times, this is stored in a large tractor tyre, which is covered and protected when not in use.

Children's daily health benefits because staff have clearly organised procedures in place for accidents or emergencies, and the procedures are displayed in the setting. Staff continually update their training in first aid and all accident records are effectively completed and signed by parents. There are fully prepared routines for administering medication; parents give prior permission and records are maintained. Parents also give written permission for staff to seek emergency medical assistance. There are thorough routines for ensuring that parents are informed about any sickness and the pre-school has a policy in place about infectious diseases. Contact details and medical concerns for individual children are regularly updated with parents.

Children eagerly sit together at snack and lunch times. They are learning to socialise with staff and each other during meal times. They choose to drink milk or water and some children are learning to pour their own drinks. Staff usually assist younger children, they know which children are becoming competent at this task. Children have fruit every day, which is provided from home and stored in individual containers in the refrigerator. The pre-school has worked with parents to ensure that all children have healthy options for snack and lunch time; children have

previously taken part in topics on healthy eating. Children can easily help themselves to drinking water during the session, there is a tray with fresh water and cups available.

Children keenly use the outside play area, this is available very regularly all year round and children often have free choice of indoor or outdoor play. They show excitement and interest, they run, they push wheelbarrows and push dolls in buggies. They freely use chalk to draw on the hard surface and they ask staff to draw around their body shape when they lay down. Children chase the leaves in the wind and try to sweep them into a container. They are learning skills of manoeuvring and balancing on the sloped, entrance area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe and secure whilst attending the preschool because the premises have been organised to meet their needs and staff have developed routines to maintain their safety. Staff ensure that the main entrance door is locked when not in use and the keys are immediately accessible. Children are supervised well at all times and especially during outside play, when staff use a padlock to secure the entrance gate. Children can easily access the building via a ramp, they manage this well and can freely enter during outside play.

Children know that they do not enter the kitchen area and this has a secure half door. They show a clear awareness of the dedicated areas of the room for certain activities. Children are aware of the routines for tidying and organising play equipment, they are asked to take individual responsibility for certain areas at tidy up time and they proudly do this well. They are asked to take care of books and to turn the pages gently so that the books will not be torn.

Children learn how to evacuate the premises because they practise the fire drill every term for a whole week, this ensures that all children attending are included. There is a fire procedure displayed and records to show when the practise took place. Fire equipment is in place and regularly maintained. Procedures have also been developed and amended to include children's collection, outings and what action to take if a child is lost.

Children's safety is prioritised and assessed; daily hazards are verbally identified. For example, children have recently been prevented from using the far corner of the outdoor area because of the uneven grass surface. Staff have assessed the recorded accidents and several show that children have fallen in this corner.

Children's welfare is clearly noted in the preschool policies and these are shared with parents. Staff understand the importance of child protection training and most staff have attended training or completed a home learning course. However, staff with responsibility are not fully aware of following the guidelines for referring concerns and maintaining confidentiality. The preschool policy in place for child protection does contain procedures to be followed in the event of allegations against staff, although staff do not currently record injuries that children have on arrival.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure in the preschool. They are eager to play with the resources available and show confidence in their surroundings. They move freely within the setting and the outside area to use the play equipment available. Children's interest in the activities is enhanced because staff change and add items, for example, they add glitter to the sand play and ask children to find the treasure.

Children are learning about right and wrong through the daily routines. They are aware of taking part in activities in certain areas, but sometimes send their trucks across the whole floor to make them go faster. Staff explain that the trucks must remain in one area for safety.

Children are becoming independent and taking responsibility for their own personal care. They all have opportunities to be a 'special helper', and their self esteem is raised when they have their names displayed on the wall chart. Children are forming friendships and choose to play with each other at times.

They are encouraged to talk about their homes and families and like to remember recent events and talk about how they woke up to see the snow. Children say it felt cold but they made snowballs to throw at each other and they had 'a lesson about snow'. Staff take advantage of spontaneous events to encourage children's awareness and they frequently refer to children's families and home lives during conversation.

Children take part in a wide variety of activities and there are regular daily routines to encourage younger children's understanding and awareness. Younger children's development is currently being assessed using the Birth to three matters framework.

Nursery Education.

The teaching and learning is satisfactory.

Children are generally progressing in most early learning goals because staff show a clear understanding of the stepping stones of the Foundation Stage curriculum. They show a keen awareness of children's individual levels of learning and they readily identify and record children's achievement throughout the session. Staff sit with children for extended periods to encourage their participation and to offer help, especially at the computer. Staff show enthusiasm and spontaneity, they respond to children's requests for stories and they introduce ideas during outside play by drawing around children's bodies. They use questioning effectively to extend children's thinking; they always reply to children's questions and value children's responses.

However, there is little planning for activities. The list of resources for the week does not show how the identified stepping stones will be achieved. This provides little opportunity for staff to include challenge for older or more able children.

Children's development profiles are regularly updated and progressing well. Achieved stepping stones are highlighted and there are some observations to link with these. The records also

show where children need to make more progress but there are no systems in place to plan for future learning.

Children move freely throughout the first part of the session, they make choices and play happily with each other in various corners of the room. They take turns on the computer, they are learning to share and to apologise if sharing becomes more difficult. Children are encouraged to say sorry if they have not behaved appropriately and they readily apologise during outside play if they bump into each other. Children respond well to the five minute warning time for tidying away their toys and they take responsibility for carrying out individual tasks.

Older children can easily write their names on their pictures and most children can recognise their name cards, which are linked with photographs. Children match all the name cards to the named coat pegs in the cloakroom. Children have individual drawers and they can identify their own named drawer. Children are sometimes encouraged to listen to the sound of the first letter of their name, although letter sounds are not frequently included. They can remember and say rhyming words during a story, but children have less opportunity to increase their vocabulary or understand the meaning of new words.

Children sort objects into groups and count out bricks. They are learning to count together and sound all the number names. Children use words to describe size in general conversation and they can relate these appropriately to groups of objects, using big and small, more or less. They enjoy singing songs which include numbers and actions, they recognise number symbols and can write a number to follow another. They talk about the size of their chalk body measurements on the ground and measure each other's height on the outside chalk board. Children have less opportunity to problem solve or to be challenged in their mathematical development through planned activities or daily routines.

Children learn how to sink and float items. They play with bubbles in the water and children say it is like a 'slush puppy' drink. They go for local walks and collect items to show each other; they know that acorns come from oak trees. They look under logs to find small creatures, they feel tree trunks and measure the size by linking hands around the trunk.

Children are learning the days of the week at group time when they complete the date and weather chart. They talk about the weather and include the seasons. Children know the names of some fruits, they all bring fruit for snacks and can identify their own, they know that fruit is healthy. Children bring in items to 'show and tell', they are told in advance what the next topic will include and the type of items they can bring. They all talk about a boat that one child has brought and the conversation includes safety and wearing life jackets.

Some children are resourceful, they improvise and use items for other purposes in their play. Wall displays show that children have made pictures and designed different patterns on balls. They independently cut out pictures and stick these onto their own drawings, they use blue tack to display their drawings when staff say they are really good. Children paint boxes in the outside area, they make camps to hide in. They thread items onto string. They all take part in action songs and know the words. Children use dressing up clothes at times but there is less evidence to show how imaginary play is extended.

Children have very regular physical play in the outside area. They take part in dances and group activities. They push wheelbarrows and buggies and negotiate the sloping area outside. They ride wheel toys and chase the leaves in the wind. They have an annual sports day which includes a variety of races. Children use outside play apparatus at times and they use gardening tools to plant bulbs. Children are learning to move different parts of their bodies during action songs and rhymes.

Helping children make a positive contribution

The provision is satisfactory.

Children take equal turns to be a 'special helper' at each preschool session, they have their names randomly chosen and they help to complete the weather chart with staff at group time. They are all learning to share these opportunities to increase their confidence and self esteem. Children access all play resources freely and some items are available to reflect diversity within society. Children have special planned activities to celebrate other cultural events, they learn about Diwali and talk with staff about Burns night.

Children who need individual attention and action to resolve their learning difficulties are promptly managed by staff. There are clear links with parents and professionals to encourage further progress. Children manage well in the preschool because staff understand their level of development and they recognise when children make progress. Staff show that they are keen to wait for guidance before planning how to encourage children's development.

Children are happy and generally behave very well. Many younger children play alongside each other and some older children are forming more positive relationships, they sit together and talk about their homes and families and what happens out of the preschool setting. Children say sorry to each other and staff sometimes prompt them. Staff follow a positive approach of giving attention to children who have not caused difficulties with behaviour. Staff are effective role models, they listen well and have a suitably measured response. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Children are settled and happy because their parents are closely involved with the setting and have positive relationships with the staff. Parents are strongly supportive and form the voluntary committee every year. They organise several fund raising events within the community. Parents have a prospectus and copies of all the preschool policies and procedures. There is a large notice board in the entrance area for all parent information and this includes information about the early learning goals. Parents have newsletters every term. They regularly enter the preschool, usually in the mornings, to settle children and see the prepared activities for the day.

Parents do have opportunities to see their children's development profiles at the start of the assessment process and some parents add comments. There is usually an opportunity for parents to attend an annual review to discuss children's progress. Although they do not regularly look at the records or contribute to their children's achievements.

Parents are notified about the complaints procedure in place and this has recently been amended to include the current details of Ofsted.

Organisation

The organisation is satisfactory.

Children's care is effectively organised and operational procedures are in place to cover the daily management of the preschool. The setting meets the needs of the range of children for whom they provide.

A new committee has recently taken responsibility for following all regulatory procedures and these are still in the process of being developed. The suitability checks for all the committee members and for new staff are currently being established. The committee meet regularly and representatives from the staff attend, there are sound levels of commitment to providing children's care and education.

Children's completed admission forms are comprehensive and cover all aspects of their care. The preschool prospectus includes the aims of the preschool and provides parents with clear information about the routines for care.

There are good levels of qualified staff working with the children and opportunities for new and existing staff to continue to attend training. Children benefit from the high ratio of staff to children at every session.

Children and staff attendance is appropriately recorded in the register, which includes the times of arrival and departure. All visitors on the premises are also clearly recorded.

The leadership and management is satisfactory. Staff work individually with the children and show a positive understanding of recognising and recording children's achievements; although there is limited planning for activities. Children's records of development are being compiled, they show where children are achieving and where they need to develop more, however this information is not used to plan future activities.

There is effective team work and staff share all responsibilities during the session, they work well together and meet the needs of the children. There are systems in place to appraise all staff and the supervisor, although these appraisals are concerned with the daily managing of the children and do not include the evaluation of the educational provision.

Improvements since the last inspection

At the last inspection the providers were asked to ensure that all appropriate documentation is in place, accurately maintained and available for inspection. Most regulatory documentation is in place and available, although the recent changes in the voluntary committee have not been fully processed and new staff clearances are not yet in place. However, the supervisor and staff ensure that unchecked adults do not have unsupervised access to children.

The providers were also asked to find ways to make drinking water available and provide healthy and nutritious snacks. Children have a tray with fresh drinking water and they can pour this themselves during the session. All children bring their own fruit for snack time and those staying for lunch club bring healthy food. Staff have worked with parents to ensure that children are offered healthy nutrition.

At the last educational inspection the providers were asked to further develop planning, assessment and evaluation to support all children and extend those that are more able. The preschool now complete development profiles for all children in funded educational places and weekly planning is displayed. Although this does not fully show how children will achieve the stepping stones highlighted for the week.

The providers were also asked to include further planned activities for children to explore everyday technology.

Children freely use the computer during the session and staff assist to ensure that children listen and learn new skills. Children have calculators, they use a keyboard and a phone, they play with remote control cars and use a metal detector on the school field. Children also have opportunities to use torches in the dark.

The providers were asked to ensure that further opportunities are offered for children to use writing for a purpose. The preschool have mark making equipment available and this is frequently used in the role play area. Children write whilst playing cafes, shops, schools and on aeroplanes.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 procedures in place for child protection are followed according to the Local Safeguarding Children Boards
- ensure that suitable checks are completed on all new staff working with the children

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):

- include opportunities for parents to contribute to the children's development profiles
- plan a range of activities and ensure that they are sufficiently challenging and are based on children's next steps 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