

The Jubilee Pre-School

Inspection report for early years provision

Unique Reference Number	EY279985
Inspection date	27 April 2007
Inspector	Debbie Molly O'Callaghan
Setting Address	The Trinity Centre, Maldon Road, Wallington, Surrey, SM6 8BL
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Registered person	The Jubilee 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?

Jubilee Pre-school operates from the Trinity centre in Wallington, Surrey. The setting uses the main hall in the centre, but also has access to one of the church crèche rooms to work with older children. Children also have access to a large patio garden area. The group serves the local community and offers 20 places for children aged between two and five years. There are currently 25 children on roll, and 12 of these are three year olds are in receipt of nursery education funding. There is disabled access into the building and toilet facilities for the disabled. There are four employed staff and two regular volunteers. The group is open from 09:30 until 12:00 Monday, Tuesday, Wednesday and Friday.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises are clean and well maintained. Children have easy access to the toilets and learn to wash their hands after messy activities and before snacks, however, procedures for cleaning

the nappy changing mat are not always appropriate. This means that children are not fully protected from the spread of infection. Sick or injured children are cared for effectively because appropriate policies and procedures are shared with parents and implemented consistently by staff.

Staff have up to date first aid qualifications and maintain accurate records to support children's welfare, however, staff have not obtained parental consent to seek emergency medical treatment or advice, which risks delay in the event of an emergency. The book corner provides a quiet area for children who need to rest.

Children's health is promoted through the provision of nutritious snacks. Children are able to choose from a variety of fruit or biscuits, helping themselves from the snack table when they are ready and pouring their drinks independently. They record their names on a board so that staff are able to monitor their intake. Staff are aware of any allergies or special dietary requirements and ensure that food provided is appropriate.

Children have plenty of safe space for physical activity inside and outdoors. Children enjoy a range of physical activities that contribute to a healthy lifestyle, including daily outdoor play. They develop spatial awareness steering ride on and push a long toys around the outside area and playing action games inside. They use a climbing frame and tunnel to develop physical control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well-maintained, clean and safe environment. The layout of the playroom has been well planned with separate areas for different types of play, for example a role play area, art and craft table and construction mat. Although activities are changed, the layout remains the same each day so that children are confident and know where to find things.

They have access to a good range of good quality toys and equipment which is regularly checked and updated. Staff carry out regular risk assessments and safety checks in order to protect children. They have taken precautions to minimise risks, such as, preventing children's unsupervised access to the kitchen and clearing debris from the outside play area daily. Evacuation procedures are displayed and practised termly so that staff are aware of their responsibilities and children develop confidence and understanding.

Children learn to take responsibility for their own safety, for example, not running inside and taking turns on the climbing frame. Children's welfare is further protected by clear policies and procedures for child protection. Some staff have undertaken training and they are looking to update this in the near future.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The premises are bright and welcoming for all. Children enter preschool confidently and settle quickly into familiar routines. They form positive relationships with staff and play well alongside other children. Children are interested in the range of activities prepared for them and are able to concentrate and persevere for long periods at their chosen activities. Generally children are confident in making choices and are developing good levels of independence.

Staff are familiar with the Birth to three matters framework, they plan activities accordingly.

Nursery education

The quality of teaching and learning is satisfactory. Overall children are making satisfactory progress towards the early learning goals. Staff are developing their knowledge and understanding of the early learning goals and plan a suitable range of activities to promote children's learning. They maintain satisfactory records of children's achievements and generally have a reasonable understanding of the capabilities of the children in their key worker groups. However staff do not make full use of the information gained from observing and assessing children to plan the next steps to enable them to make the best progress.

Children from all backgrounds and of all abilities feel a sense of belonging because the playgroup welcomes and values what they have to offer. Children are learning respect for each other because the staff are positive in their approach, using praise to help children to feel good about themselves. They behave considerately and are learning to share resources.

Children enjoy looking at books and listening to stories. They participate well at story time and singing, they excitedly clap and roll their arms to action songs. Children enjoy a variety of activities that encourage them to develop their pencil skills and learn to form some recognisable letters and are helped to write their names on their work. They learn to recognise their written names through finding name cards for registration and at snack time and at the art and craft table. They are introduced to other written words as staff label the activities.

Most children are confident in counting, but opportunities are limited for using calculation in daily routines or for recognising numerals. Children are learning the names and attributes of shape. Sometimes children play with water which helps them to learn about quantity.

Children are introduced to other cultures. For example during Chinese New Year children tasted Chinese food. Children are currently planting cress seeds and broad beans. They learn what plants need to grow and observe the changes day by day. The children use cameras and telephones in the role play area. However, their experience of working technology is limited because their computer is currently undergoing repair.

Children benefit from a good range of activities that promote their manipulative skills. They become skilful in using pencils, crayons and scissors, and enjoy modelling with dough, threading beads and playing with small world toys such as a castle and dolls' house. They explore colour and texture with a range of craft materials and techniques and are able to express their own ideas within their art work. They use imagination in their play, making up stories as they play with small world figures and enjoying dressing up for role play.

Helping children make a positive contribution

The provision is satisfactory.

Children are encouraged to show appreciation for other cultures and beliefs, for example, by celebrating festivals or looking at books and their awareness of their own culture is well promoted.

They are helped to appreciate the wider world because they are able to access a useful range of resources that reflect our multi-cultural society. All images are positive, particularly in the books, posters and play materials, so that they help children to recognise and value differences between each other. Staff work closely with parents and other agencies and are helped by the

area special needs co-ordinator to develop individual educational plans. Consequently, children receive appropriate support to enable them to participate in activities.

Children behave well because they help to make up the playgroup rules and they know what is expected of them. They staff set positive examples to the children by speaking calmly and thanking children for their efforts. They use consistent techniques for behaviour management and intervene quickly to divert children's attention to prevent disputes occurring. As a result, children are learning to manage their own behaviour. They are learning right from wrong because the staff clearly explain why they ask children to change their behaviour to encourage them to play co-operatively. Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Parents receive adequate information about the group and about the Foundation Stage curriculum. They are kept informed about activities and events through newsletters and notice boards, and are invited to contribute resources and practical help. Parents are able to discuss their children's progress with their key workers at any time and are confident in raising any issues. They are invited to formal coffee mornings to discuss their child's progress. However, children's records do not show a full picture of their achievements to share with parents.

Organisation

The organisation is satisfactory.

Children are making adequate progress in a well-organised environment with a good range of resources. They are cared for by a committed staff team, with appropriate qualifications and experience. The preschool staff are currently involved in a Quality Assurance scheme. This work is helping them identify their strengths and areas for development. Policies and procedures underpin the smooth running of the group, generally safeguarding children's welfare, although not all documentation is in place.

The leadership and management of the preschool are satisfactory in relation to the nursery education programme. Staff continue to monitor and evaluate its development for continued improvement. Formal staff meetings are in operation and staff support each other in updating their skills and knowledge with current and ongoing training. Staff are effectively deployed and are aware of their roles and responsibilities, however the members of staff who share management of the setting do not make full use of children's observation notes. The notes are not used to the full to plan the next steps in children's learning.

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

Improvements since the last inspection

At the last inspection the group were asked to ensure the programme of activities are flexible enough to meet the needs of all the children. The group have made changes to the room layout and they change the activities to keep children's interest. This ensures that all children are appropriately occupied throughout the session.

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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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):

- implement systems to obtain parent authorisation should emergency treatment be required
- review cleaning procedures in particular with regard to nappy changing

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):

- make greater use of the information gained from observing children to plan the next steps to enable them to make the best progress
- develop further the key worker system to ensure that staff monitor individual children's activities during sessions to enable them to participate fully and maximise their 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