



Nippertime Preschool

Inspection report for early years provision

Unique Reference Number	EY270799
Inspection date	16 January 2007
Inspector	Gillian Cubitt
Setting Address	Scout Hall, Mint Walk, Warlingham, Surrey, CR6 9SA
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Registered person	Nippertime Preschool
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Nippertime Preschool registered in 2003. It is an independent, privately run facility and operates from the village scout hall which is based in Warlingham, Surrey. The children have the use of the main hall and there are supporting rooms, such as a kitchen, an office and store room. There is also a secure outside play area for children.

There are currently 35 children aged from two to under five years on roll. Of these, 21 children receive funding for early education. Children come from the local area and further afield. The preschool currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The preschool employs six members of staff. Of these, five hold appropriate early years qualifications and one member of staff is working towards a qualification. All staff hold a current first aid certificate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment where staff are careful to ensure that all areas of the hall and toilets are well maintained. Children have established daily routines which promote their awareness of their own bodies. They always wash their hands with soap before eating and after going to the toilet and they understand the reason why dirty tissues have to be disposed of after wiping their noses. Children also know that they can help themselves to water whenever they are thirsty.

Children's health is promoted by the comprehensive procedures and documentation in place. For example, staff follow clear procedures if a child is sick. Also staff have effective systems for informing parents about activities that may impact on children's health due to allergies. For example, children want to stroke visiting animals and horses but parents are asked to sign permission forms before this is allowed. Children benefit because all staff are trained in first aid which means that children's accidents are dealt with appropriately. Accident and medication procedures are in place but lack sufficient detail to secure that the correct treatment will always be given to children in the event of them requiring ongoing medication.

Children have plenty of physical exercise and enjoy a period in the outside play area. They know they have to put their coats on because the air is cold but they also keep warm through rigorous activity whilst playing in the fresh air.

Children enjoy mid morning snacks of dried fruit and biscuits and staff check children's place mats where information is kept about their dietary needs. This system ensures staff are always aware of what children may eat. Staff also ensure that that children's lunches, that they bring from home, are kept fresh in the fridge so children's health is not put at risk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's wellbeing and safety is of prime importance. They are welcomed each morning and signed in by staff. Parents also sign times of arrival and leaving, so staff have accurate information on who is on the premises. This proves to be effective especially when there is a fire drill. The 'fire' procedure is known by all staff and is practiced regularly so children understand what happens when the whistle is blown.

Inside, children quickly settle into a warm, inviting hall, which is well maintained and staff complete a daily risk assessment to ensure that all areas are secured and safe. Children move around with plenty of space and are able to easily access their toys from boxes or on the low level tables. All furniture is of good quality and suitable and safe for the children's needs.

Children are protected from unknown persons because the staff make good use of the CCTV installed and all visitors have to show their identity. There are also very good systems in place to protect children when handing them over to their carers at the end of the morning.

Staff have a sound understanding of child protection issues. Most staff have completed training and their knowledge is supported by the well written child protection policy which clearly outlines the preschool's responsibilities to protect children. Staff are aware to report any concerns to the named contact, who takes the appropriate action. This means that children are securely protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in an environment that is relaxed yet stimulating. Good team work amongst the staff and warm and caring relationships with the children results in a positive and harmonious approach to ensuring that children have fun whilst developing and learning. Staff working with children between the ages of two to three years make good use of the 'Birth to three matters' framework to reflect how they care and provide activities for their youngest members of the group. All children in the preschool enjoy a wide variety of activities appropriate to their stage of development. Children enjoy the freedom of choosing their toys and there is never any expectation that children must participate in the directed activities. Children's concentration is not interrupted if they are happily engaged in an activity of their own choosing. For example children spend considerable time building train tracks, developing their own ideas and thoughts in the design and construction. Children have the choice of a good range books and most children enjoy group story times; older children, in particular, eagerly participate and interact with staff.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a generally good understanding of the Foundation Stage curriculum and provide varied activities for the children to help them enjoy their learning. For example, all children enjoy large group activities such as the parachute game where they cover many areas of learning whilst having great fun; they laugh with glee as they bounce a frog into the air and it lands on different colours; children count as they lift the parachute up and shout out the colours as the frog lands. Children hold hands and cuddle each other as they sit under the parachute and watch as staff raise it into the air and it envelopes the children, giving them a sense of togetherness. Staff make observations notes on what children can do and then pass these to the manager who then compiles the main plans and daily activity sheets. The manager also assesses the individual areas of learning for each child but these next steps are not noted in the planning clearly enough to be fully useful.

Children make positive progress in their personal, social and emotional development. Staff take time to listen to the children and give them plenty of praise when they show independence and cooperation; for example, staff thank and praise children when they hang up their coats and help to tidy the hall. Children begin to recognise their own name because they self register each day and they see their names in other areas such as their drinking water bottles and lunch place mats. Role play areas help children to use their imagination and different themes are

organised to help children understand different aspects of their community. For instance children dress up as vets and bandage their 'sick' animals. Children learn about differences in length and size when comparing bandages and their small motor skills are practiced as they begin to tie ends together. However, children lack opportunities to extend their creative play by not having mark making and counting resources accessible in their role play activities. Children's hand and eye coordination skills are promoted through activities such as moving with and catching bean bags. Children also benefit from the frequent opportunities to develop their creative skills either through painting, collages using various felts and materials or construction such as making mice. The computer is also used daily which promotes children's early understanding of information and technology.

Helping children make a positive contribution

The provision is satisfactory.

All children are made welcome in the preschool and their individual needs and backgrounds are valued and respected. Children with known disabilities are closely monitored and staff adapt methods of teaching to meet children's needs. All children, therefore, have equal access to activities and resources and are encouraged and supported to participate through the warm and positive language used by staff. On arrival, children self register and hang their up their coats which encourages their feeling of independence and belonging. Children's spiritual, moral, social and cultural development is fostered. Their confidence and self-esteem is promoted through the enthusiastic staff participation in all children's activities, giving children positive guidance and praise on their achievements. Children's behaviour is generally good with little need for staff intervention apart from calm reminders about being careful and the use of manners.

Children's awareness of the wider community is promoted well. Children take pride in caring for the preschool cuddly dog 'Bella' whilst on holiday. They then tell other children what Bella did and saw which promotes children's understanding of other places as well as helping their communication skills. Children begin to understand the world of work, and through themes, enjoy visits from professionals such as the local firemen. Cultural festivals are celebrated throughout the year such as Chinese New Year and 'Burns' Night so reinforcing children's understanding of differing cultures and the wider world. Resources are also available for children to use as part of their everyday play that help them develop respect and an understanding for all members of society.

There are warm relationships between parents and staff. Parents are very pleased with the care their children receive. They receive plenty of written information about the preschool with their initial enquiry and ongoing newsletters, as well as the information on the notice board, which includes some policies, keep them informed. This is further supported by the children's daily information books which keeps communication open between parents and staff. The partnership with parents and carers of children in receipt of funding for nursery education is satisfactory. Planning information is displayed on the notice board, however, the weekly and daily activities are not made clear. Not all parents are aware of the Foundation Stage although staff are always receptive to parents' questions and are able to provide details of their children's learning and achievements upon request.

Organisation

The organisation is good.

The organisation of the preschool helps to promote children's welfare well. The main hall is spacious and well planned so children can access plenty of activities. Children between two and three years join in with older children in most activities but through careful staff deployment and effective use of the Birth to three matters these children's needs are appropriately supported. For older children there is suitable planning in place that monitors their progress in the Foundation Stage.

All staff at the preschool are either qualified or undergoing training and they are fully supported, if they wish, to undertake short courses to improve their knowledge and skills. There are supervision plans in place and appraisal of all staff is currently being organised which further supports staff's development. The manager and deputy manager are active members of the group and they create an open friendly good team working environment.

Leadership and management of the nursery education is satisfactory. The manager takes responsibility for the overall planning and works closely with the deputy manager to monitor the provision for the children and to identify where improvements can be made. The manager has been pro-active in developing methods of recording children's progress and has prepared clear spread sheets which provide information on where children are in their learning. The manager encourages staff to undertake training for the Foundation Stage but, as yet, there are no systems in place that give planning and monitoring responsibilities to staff, thereby assisting them in their own practical development.

Documentation provides a strong framework for the care of the children. All records that are currently kept are accurate and up to date and confidentiality is maintained appropriately. Policies and procedures are current and staff are made aware of their content and are able to follow them.

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

Improvements since the last inspection

At the last inspection a recommendation was made to provide more resources that reflect cultural differences. As a result the preschool expanded the provision of toys. Children are now able to gain a fuller understanding of the different cultures within their wider community.

Complaints since the last inspection

Since 1 April 2004 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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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 systems are in place to cater for children who have on-going medication 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):

- organise activities so children are able to develop their practical skills of mark making and counting
- introduce a system for monitoring and evaluating the educational provision, providing staff more opportunities to participate in planning
- develop systems to ensure that all parents are fully informed about children's stages 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