



## Old Court Community Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	199392
<b>Inspection date</b>	23 January 2007
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<b>Registered person</b>	Old Court Community Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Old Court Pre-school opened in 1974. It operates from premises in Station Road, Wootton Bassett. A maximum of 56 children can attend at any one time. The pre-school is open each weekday from 09.15 to 15.45, these hours are divided into sessions: Busy Bears (three-year-olds) every weekday morning 9.15 to 12.00 and Wednesday, Thursday and Friday afternoons 13.00 - 15.45; Plus Fours every weekday morning 9.15 - 11.45 and afternoons 13.00 - 15.30; Teddy Tots 1 (two to three-year-olds) Monday afternoons 12.50 - 14.45; Teddy Tots 2 (two and a half to three-year-olds) Tuesday afternoons 13.00 - 15.30. Sunshine Club (holiday play scheme for three to six-year-olds) opens during school holidays from 8.30 to 3.30. All children share a secure enclosed outdoor play area.

There are currently 89 children aged from two to under six on roll; of these, 66 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and children who may speak English as an additional language.

The pre-school employs 20 members of staff; of these, ten have early years qualifications and one is working towards a qualification; others are support workers such as an administrator.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn adequate hygiene routines from staff who are sufficiently careful in their management of children's personal hygiene. For example, some staff use anti-bacterial gel after cleaning children's noses with tissues. Staff ensure tables are cleaned before children eat their snack or lunch and make sure children wash hands before meals. Which helps them learn about appropriate hygiene methods before eating food.

Children are provided with a planned selection of snacks in order to maintain a healthy diet; this includes cheese, cucumber and a variety of fruit. Some children stay for a packed lunch and enjoy spending time together. This is a social occasion, with staff sitting with the children and sharing news of the day. Children are gradually becoming independent as staff sometimes encourage them to pour their own drinks. Some children have the chance to help themselves to a drink of water when they feel the need, and can manage the container tap with ease. However, this is not consistent throughout the pre-school.

Children have a selection of toys and equipment to use in the outside play area on warm summer days. However, there is little opportunity to have regular play-time out-of-doors during the rest of the year. As a result children are not learning the importance of daily fresh air and exercise. Some children are aware of the change in their bodies as they march and jump to music, or re-enact a story such as " We're going on a bear hunt". All children have many opportunities to use their small hand muscles. They confidently use one handed tools such as scissors, paint brushes, pencils. They enjoy using safety knives to prepare vegetables, in order to make stew; and rolling pins to level out play dough.

Most of the staff have a recent first aid certificate and specialist training for children with allergic reactions to food. This ensures that appropriate action will be taken should emergency treatment be needed. Accidents and incidents are appropriately recorded, and written parental consent for medical and emergency treatment is provided for all children.

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

The provision is satisfactory.

Children are greeted on arrival by staff members. Toys and resources are attractively set out by staff ready for children on entering the setting, where they immediately join in with the range of activities. Children's art and craft work is displayed on the walls in all rooms to celebrate their achievements; there are also photographs to remind children of the activities they have

taken part in. Children remain safe inside the pre-school as sound security measures prevent unwanted access to the building. Sufficient emergency evacuation drills take place, which enables children to learn about fire safety and how to evacuate the premises safely and efficiently. A sufficient risk assessment is in place when children are occasionally taken on visits around the local area as part of a topic. A daily risk assessment of the building prior to the session starting is completed by staff. As a result any hazards are identified and removed where needed. Children learn about personal safety, as they are taught to handle safety knives appropriately, by staff, in order to experience preparing their own vegetables to make stew. Children willingly tidy away toys after playing with them, so as to keep themselves safe.

Children are able to relax on adult sized furniture and soft cushions if they wish. The environment is bright and colourful with a selection of posters and pictures fixed around walls. Children can reach toys and resources easily, and the drawers are identified for children with words and pictures. Therefore children are provided with the opportunity to be independent in their choice of activity they wish to do.

Staff have appropriate levels of knowledge regarding child protection issues. They have recently attended further training and up-dated their understanding of safe guarding children in line with the latest requirements.

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

The provision is satisfactory.

Children are beginning to develop appropriate levels of confidence and self-esteem. Mostly they settle into the pre-school routine and become involved with the activities on offer. Children have a stable relationship with most staff. As a result children are mostly made to feel supported and secure. Young children are provided with a range of toys and resources as part of their daily activities. However, there are no links to assess or evaluate outcomes for children under three, by using an approach in line with Birth to three matters framework. Therefore, young children's early achievements are not fully identified and recorded, in order for their next stage of development to be assessed.

Children with learning difficulties have the experience of being well supported and appropriately integrated into the pre-school. A key person system is in place for all children throughout the setting. This provides an appropriate level of interaction for the children between parents and the setting.

Mostly children appear comfortable and have a sense of belonging in the setting; a majority of staff are able to effectively help children learn through play while treating them with respect.

The quality of teaching and learning is satisfactory.

Children are progressing adequately, supported by staff members sufficient knowledge of the Foundation Stage curriculum. Planning is acceptable and topics are covered which interest the children, like nursery rhymes. The familiar nursery rhyme 'little Miss Muffett' sparks children's imagination. For example, they make bowls and spoons out of clay; they weigh porridge oats and stir the mixture, which is cooked for children to eat at snack time.

Staff observe and assess children's achievements which are appropriately linked to the stepping stones. However, neither activities or sessions are sufficiently evaluated. As a result observations and assessments are not used to support activities, in order to maximise children's learning potential.

Children display signs of confidence in many areas. For example, they say "good morning" to each other and staff during a large circle register time. They answer their name confidently and are able to count the number of children present together with staff. Children readily seek each other out to initiate play, especially while acting out role-play, making tea, serving play food to each other, and dressing up.

Children are provided with a selection of activities which they can sample. However, teaching methods of staff are not always stimulating in order to keep children's interest. For example, children enjoy tracing and colouring in shapes, they then compare the same shape with those in the room. However, none were readily accessible and the activity was not fully supported by staff. As a result children lost interest.

All children have ready access to paint, scissors, pencils, drawing paper and general craft resources. For example, children relish in the chance to hand and finger paint mixing up the colours. They independently wash their hands when they have finished their artistic work.

Children are free to use information technology and have access to programmes and equipment. They enjoy designing a train track for trains and carriages to move along. Children are fascinated by the workings of a clock and watch, and enjoy cooking. For example, children aged four are encouraged to prepare vegetables in order to make stew. They learn about root vegetables and how they grow in the garden. They enjoy acting out the 'The Enormous Turnip' and are able to anticipate the next part of the story.

Children aged three are able to create a pattern with a variety of wooden shapes filled with coloured water. They share the blocks and are encouraged by staff to join the blocks together to make another shape. So children are learning to create three dimensional patterns. Children count confidently up to 10, and some beyond. Children aged four are learning to make decisions for themselves. For example, a printed number three on a card indicates how many children are allowed in the home corner. They recognise the limitations within the activity and as a result children are beginning to match the value of numbers with objects.

All children enjoy listening to stories and looking at books independently in the book corner. Children attending the holiday club have the chance to visit the local library to choose reading books.

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

The provision is satisfactory.

Children have appropriate levels of confidence throughout the pre-school and their individual needs are adequately met. They are able to attend the younger group sessions in an afternoon so as to get used to the environment and staff. As a result children settle easily into the pre-school sessions. Children mostly develop appropriate relationships with staff members and

are beginning to learn to feel safe in the care of adults. Children with learning difficulties have the experience of being appropriately integrated into the setting. A key person system is in place for all children in the pre-school and parents are well aware of their child's allocated staff member. Children are kind and considerate towards each other. They behave well given their age and developmental stages. Staff mostly apply appropriate strategies to manage children's behaviour. However, this is not consistently applied by all staff. There is a detailed behaviour management policy, but it does not include a policy relating to bullying for children in the play scheme. Therefore, children are not being fully protected from unacceptable behaviour.

Children learn about the wider community in which they live through festivals, posters, books and jigsaw puzzles which reflect positive images of diversity. As a result, children are able to learn about the world around them. Children's social, spiritual, moral and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from the welcome families receive from staff members. Information is shared verbally when parents collect their children. Staff mainly hand children over to their parents after the session while they wait outside or in a nearby room. However, parents are aware of who their child's key person is and feel confident in approaching staff if they have any concerns. Parents have the chance to discuss their children's progress at arranged parent's evenings, when staff are readily available to talk about their child's work.

Parents are provided with a wide selection of written information. Some policies and procedures are included in a parent pack. There are also several informative notice boards, in all areas of the building; these detail the pre-school policies and procedures, as well as the Foundation Stage curriculum details. Other information includes children's work and photographs identifying staff. Parents are provided with a newsletter which keeps them up-to-date with what children are doing and the topics staff are covering. There is a sufficient partnership between parents and staff in order for most children's needs to be met.

## **Organisation**

The organisation is satisfactory.

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

Children benefit from staff who are qualified and work sufficiently well together. Staff organise the space within the pre-school rooms to maximise the play opportunities for children. All the necessary documentation is in place for the appropriate management of the provision. Staff are aware of the policies and procedures which are regularly reviewed by the committee.

Leadership and management is satisfactory. Staff have appropriate knowledge of the Foundation Stage curriculum; they adequately apply this in practice to support children's learning and development. An efficient administrator keeps parents informed of any changes in procedures. Overall, there are areas for improvement in the management and leadership of the pre-school. However, the recently appointed chairperson has identified various aims and objectives within the pre-school. This includes increasing opportunities for staff to access training in order to improve outcomes for children. Aims of the pre-school also includes restoring the heating in

the mobile room for children to use more frequently, and to make the committee more accessible to parents.

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

At the last care inspection the provider was asked to: ensure that the complaints procedure includes reference to the role of Ofsted as the regulatory body; and to improve the clarity and prominence of the written procedures to be followed if children are lost or are not collected.

The provider included the up-to-date details of the regulator; and procedures for lost and not collected children were added to the policy and procedure file. This has improved the settings record keeping.

At the last education inspection the provider was asked to: improve the effective use of resources, including the outdoor play area and ICT equipment; improve opportunities for children to develop gross motor skills; and improve creativity to encourage more spontaneity. The outside play area has been sectioned off so that children can use the increased amount of equipment safely. Children freely develop their own ideas in craft activities, such as painting and use of various resources. Further toys have been bought to increase children's opportunities to use IT equipment. These improvements have enabled children to develop their IT skills, physical abilities and creative achievements.

### **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):

- enable all children to learn about a healthy lifestyle through regular planned opportunities to play outside and easy access to drinking water

- ensure that all staff are made aware of age appropriate strategies for managing children's behaviour
- improve outcomes for children under three by using an approach in line with Birth to three matters framework
- ensure the behaviour policy for the play scheme includes a policy on bullying

### **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):

- ensure observations and assessments are supported by evaluating activities in order to identify the next stage of children's learning
- motivate children's interest to learn, and improve their concentration and listening skills in large circle times through stimulating teaching methods

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)