



Fawley Pre-School

Inspection report for early years provision

Unique Reference Number	109918
Inspection date	19 January 2007
Inspector	Sylvia Dindar
Setting Address	Jubilee Hall, The Square, Fawley, Southampton, Hampshire, SO45 1DF
Telephone number	07906 971576
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Registered person	Fawley 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?

Fawley Preschool has been operating since at least 1977. It is situated in a community building in the heart of Fawley Village in Southampton.

Currently 40 children attend on a part time basis, of which 30 are funded three year olds and four year olds. The preschool is able to provide support for children with special needs and those with English as a second language.

The setting is open daily, term time only, from 09:15 to 11:45 and the lunch club operates from 11:45 to 13:00 on Wednesday.

Four adults are employed to work directly with the children, two of which hold recognised Early Years qualifications and two are working towards a level two qualification. The setting receives

support from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand the benefits of a healthy eating. Staff provide them with a range of snacks including grapes, apples and breadsticks. They explain to them the importance of eating a healthy diet. Children are offered drinks at snack time. Throughout the session they have access to drinking water and staff remind children to have a drink after they have exerted themselves which ensures that they do not become dehydrated.

Children learn the importance of personal hygiene through daily routines. They wash their hands after toileting. They have access to tissues and are encouraged to wipe their noses independently and then dispose of the tissues in the bin provided.

The children are appropriately cared for in the event of an accident as the group ensures that there is always a member of staff who is trained in first aid at each session. Parental consents are in place. This ensures that staff can access emergency first aid and medical advice for children in their absence. An effective procedure is in place to ensure the safe administration of medication and accidents are recorded and shared with parents. Children are effectively protected from the spread of infection with a written sickness policy by which the parents are informed that children will not be cared for when they have any infectious illness.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a environment where space is effectively organised. Parents are encouraged to help self-register the children and children are encouraged to hang their coats and bags up on the low hooks provided. They have access to a basic range of safe and appropriate toys and resources. Children are able to move around freely and are supervised when going to the toilets as these are not in close proximity to the hall. Basic risk assessments are in place and identify most hazards. For example, children are kept safe when being transported in by bus as they are secured into their seats with seat belts and appropriate insurance is in place. Children practise the fire evacuation procedure but this is not done routinely which means that new children are unaware of the process.

Children are well cared for as appropriate adult to child ratios are maintained and children are adequately supervised. Security procedures are in place and are adequate, for example, the internal door has a quick release lock which children cannot reach. Access to the premises is monitored and staff check identification of all visitors. There are clear procedures to ensure children are collected only by authorised people. Appropriate fire equipment such as a fire blanket, alarms, smoke detectors and extinguishers is provided and is regularly checked to ensure it is in good working order.

Children's welfare is protected through the staff's appropriate knowledge of child protection procedures. They are aware of signs and symptoms of abuse and of their role and responsibility to protect children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at pre-school and arrive eagerly and ready to commence their play. Children are cared for by staff that greet them warmly and take an interest in what they say and do. A settling in procedure ensures that staff develop relationships with children and gather information from parents to help them meet the children's needs. Children enjoy playing alongside their friends and are able to freely choose from a range of activities which cover all areas of their development. Staff are aware of the 'Birth to three matters' framework and beginning to use it so that they meet the needs of younger and less able children. Staff are aware that the acoustics in the hall are a problem and noise levels remain high making it difficult for children to hear. They ensure that they have the children's attention and listen carefully to what they say. Staff generally use spontaneous learning opportunities well. For example, when children pretend that there is a fire in the home corner, staff use the opportunity to talk to re-enforce the dangers of fire. Children receive plenty of praise and encouragement which helps to promote positive attitudes to future learning. Children are learning to be independent as they are encouraged to tidy up and dress and undress themselves. For example, children are encouraged to take off their coats and hang them up on the low hooks provided.

Nursery Education

The quality of teaching and learning is satisfactory. Three- and four-year-olds are making steady progress towards the early learning goals. Key staff show a good understanding of the Foundation Stage of learning and this is shared with less experienced staff. All staff meet together, share ideas and contribute to the topics and activity plans. However, staff have recognised that these are often adult focused. They have begun to review their practice and decided to develop the environment so that play is much more fluid and reflective of the child's needs. As a result, most of the time, the majority of children become excited and engrossed in what they do and most show high levels of concentration. However, some children who staff have recently identified as being more able are not always sufficiently challenged, resulting in behaviour that is sometimes distracting to other children. This happens particularly around circle times and large group activities. Staff deal with the behaviour appropriately, however, they have not yet found ways in which to keep all children involved. The group have systems in place to observe and record children's achievements to ensure that they make continued progress towards the Foundation Stage. Organisational difficulties within the group have meant that these have not been closely monitored. Most are not kept up to date and are not used to plan the next stage of children's learning. Staff do know the children well and are able, through discussion, to show what children are learning and what they need to do next, so are able to show how children are covering the six areas of learning and how most are progressing through the Foundation Stage.

The topic this term is shape and colour. This week, the revamped writing area has been introduced. Equipment is stored attractively in small baskets and is easily assessed by children,

offering a wide range of resources. These include an assortment of paper and different writing mediums, such as pencils, crayons, chalks and felt tips. Children are able to draw freehand or with a range of stencils and rulers. They can access hole punches, sticky tape, split pins and staplers so that children can join things together if they want, allowing them to be more creative. Children can decide whether they want to work on their own or in a group. Staff lay out a large sheet of paper on the floor and children decide what they want to do with it. They negotiate a space to write and mark make and are learning to share the resources. Children are developing increasing confidence in the use of tools. They practice drawing around rulers using pencils, and enjoy using the sharpener to sharpen their pencils. They are able to identify shapes such as the square 'post it' notes. They show how they have drawn two rectangles and the staff praise them and encourage them to draw more. Children use stencils and make repeat patterns. When they cannot quite manage to complete the stencil, they ask staff to help and they do. Staff then explain to them what they must do and encourage them to try again.

Children use the resources in imaginative ways to develop and adapt their play. For example, children use the 'post it' stickers to make repeat patterns on the paper. They discover they have sticky bits and that they can be stuck together. They change what they are doing and begin to join them all together. They decide they have made a snake and the member of staff asks if they would like to draw a face, developing the play further. Children experiment and try to stick it to the wooden dado rail and realise it will not stick. Staff ask children probing questions to get them to think about what else they could use. They decide that sticky tape will be better and are delighted when this works. Children are proud and show off their work and develop self confidence in their own achievements. Children are encouraged to write their names; some are making recognisable letters. However, staff do not provide sufficient opportunities for children to link sounds to letters. Children have limited opportunities to learn that print carries meaning as few resources are labelled. However, children are learning to identify their name as they are learning to self register and are encouraged to take care of their work and put it in their labelled baskets.

Children are developing maths skills, they enjoy playing with the small world people and shape sorters. They are learning to sort items into groups. They identify colours, size and shape. Children realise that some are the same size and some are bigger. Children do not have opportunities to explore volume using such resources as sand and water. All children get regular opportunities to count as this is done routinely at the end of the day. Some children count up to ten confidently. In the home corner they count the raisins on the cookies and are beginning to recognise some of the numbers. However, few displays show number or number lines or text to show that both carry meaning.

Children are provided with a range of sensory experiences. For example, they play and pummel dough using their hands. They are provided with cutters and talk about shape. Children talk about how it feels and describe the colour. When children cannot find the right word to describe a colour, staff listen and understand what they are trying to convey. For example, a child is trying to describe grey, says 'it's my Granddad's colour' and the staff provide the child with a new word explaining that it is grey. Children's imagination is captured and they go off to the home corner and bring back eggs and a bowl and a whisk and pretend they are making a cake.

They enjoy playing with the small world animals; children's interest is captured as staff provide them with cornflakes as a resource. Children move their animals around and staff encourage them to express themselves, asking them to describe what it sounds and feels like. Children press their animals down firmly and enjoy listening to the crunching sound. They explore with their hands, crumbling the cornflakes between their fingers. They show a sense of time and remember, and talk about, what they had for breakfast. Children are able to name the animals such as the zebra. A child recognises she has three zebras and they are all the same. They talk about the big and little elephants. Staff explain the rules and remind the children that they must not eat the cereal and explain why. They are encouraged to be aware of their own safety and that of others. Staff remind them the cereal should be kept in the tray because someone may slip on it. When a younger child comes over and is being disruptive, staff try to encourage him to play, when he continues, they explain how his behaviour is affecting the others. Staff suggest he might like to sweep up with a dust pan and brush and the child does this happily and goes over to find a bin. A child comes over from the home corner and takes an interest in the cereal. She brings a bowl over, negotiates with staff then returns to the home corner and feeds her baby. Staff intervene when a child tries to monopolise the cereal and explains it is for all to share. Throughout activities staff are constantly talking to children and developing their language skills. Children are learning to recognise their own names as they self-register and put personal belongings into their named baskets. However, little use is made of labelling other items throughout the setting. This means children are getting limited experiences in which they learn that print carries meaning.

Most children enjoy group activities, in particular story time, and are keen to be involved. They take an interest in the book that shows children living in different types of houses. Staff talk to the children about where they live, reminding them they live in the New Forest. One child explains he lives by the beach and staff agree he does. A child is excited when he recognises someone else lives in a flat like he does. Children join in a discussion and talk about how and why houses are built in different ways. So they begin to develop knowledge of understanding of the world and of how we all live. Plans show that children have opportunities to explore their own environment and talk about the things they see. Children are given opportunities to read and explore books, this is evident from past planning. Staff explain that they have purchased new books and are about to launch their new reading area and are trying to get children to care and look after books. A local school are supporting the group by offering a library service.

Children have some opportunities to use technology as plans show that children use such things as telephones and learn how the tape recorder works. Children do not have opportunities to explore and investigate with magnifying glasses or binoculars. The computer has been removed from use as it is not working properly. This means that children have limited resources to explore and develop their I.C.T. skills. Children explore with magnets as they join the Brio trains together and have opportunities to construct with magnetic blocks.

Children are gaining confidence as they independently make choices for themselves. Children feel a sense of responsibility, for example, at snack time children asked to offer the food around. They are encouraged to pour their own drinks, however, the jug is big and cumbersome which means that children need an adult to support them. Children are encouraged to take care of themselves. They learn to wash and dry their hands and are able encouraged to dress and undress themselves when toileting.

Helping children make a positive contribution

The provision is satisfactory.

Children from the surrounding rural areas are supported and are able to access the pre-school easily as the pre-school organise a bus to transport children each day. Staff take time to find out about children's individual needs as they talk to parents. They record any dietary, cultural and religious, or specific needs. This means that children can be cared for appropriately and in line with their parents' wishes. Children develop a positive view of themselves as activities are set up so that they can identify and celebrate the differences in such things as eye colour, hair colour and skin tones. They enjoy sampling foods from different cultures and listening to a range of music which is different from their own. Staff praise children for their individual achievements and value the work that they do by displaying limited amounts around the room. For example, a group of children enjoyed chalking and crayoning on a long sheet of paper, and this was displayed until the session ended. Children have basic range of resources which reflect positive images.

Children have equal opportunities to enjoy and play with the range of resources on offer. The setting has a clear policy in place for identifying and helping children with learning difficulties and/or disabilities. Staff discuss concerns with parents and are happy to seek external advice before implementing a plan which will help the child make progress.

Children's behaviour is generally good. However, at times, some children are insufficiently challenged so are disruptive. Staff throughout the setting focus on reinforcing positive behaviour, children are left to sort out minor squabbles for themselves so that they learn to assert themselves. However, staff intervene when children are not able to cope or when they are in danger of getting hurt. Children are treated with respect and given praise and encouragement when their behaviour is positive.

Parents say how approachable the staff are. The open door policy ensures that effective communication can take place on a daily basis so any concerns or issues can be dealt with immediately. Good systems are in place for those parents who are unable to collect their child as the staff member on the bus ensures that she gives a verbal hand over to parents.

Partnership with parents and carers of children who receive nursery education is satisfactory.

Parents are happy with the pre-school provision and feel their children are making sufficient progress because staff are organise a range of appropriate activities for children. Regular newsletters and termly topics displayed on the wall inform them of what children are doing. Parents are given the opportunity to experience hands-on play activities as they are encouraged to put their names on the parents' rota. Parents are invited to discuss their child's progress and records at any time and more formal meetings are arranged twice yearly. Parents get the opportunity to discuss their child's written report which details progress in all area of learning. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. Children benefit from attending this friendly pre-school. They enjoy and participate in most activities because space and resources are adequately organised. Children are protected as the provider has appropriate vetting procedures in place to ensure the suitability of staff. However, due to the new committee's lack of knowledge they have not implemented checks on committee members in a timely manner so are in breach of regulation. This has little impact on the care of children as staff in post are secure in their knowledge and do not allow children to be left alone with unvetted adults. The group has been through a particularly difficult time. However, a full review of the operational plan has taken place identifying weaknesses in policies and procedures; these include the implementing, evaluation and monitoring of nursery education. The staff and committee have good support from the Early Years Partnership and are making steady progress in implementing changes. For example, all policies and procedure have been reviewed. The staff have implemented changes to the way in which nursery education is presented to children, however this system is not yet fully established. Most records required by regulation are in place and kept effectively. However, children's records are not well maintained and are not used to identify and plan for the next stage in children's learning. Staff and the committee are motivated and working well together as a team and show a commitment to the group's ongoing success. They have access to good training opportunities and staff show a commitment to ongoing training and development. The staff ratios and group size support children's learning and play. The provision meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At last care inspection a number of recommendation were made about documentation and policies.

A full review has taken place, all policies have been reviewed. All records required by regulation have adequate information and are kept effectively. Child protection procedures now reflect current best practice and parents have been made aware of Ofsted's number and their right to complain. A complaints log is now in place.

At the last Nursery education inspection the provider was required to develop staff's knowledge of the early learning goals. The group have addressed this by sending staff on training courses which has resulted in them having increased knowledge of the early learning goals. They were also required to provide more opportunities for children to use writing and to learn about the links between sounds and letters; a writing area has been developed. This has resulted in increased opportunities to practice writing, however children are not provided with activities in which they link sounds to letters.

Finally they were asked to provide more opportunities for children to use number and simple calculation in daily routines. Children have daily opportunities to count, e.g. at circle time daily, through songs and rhymes and are beginning to do simple calculations.

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):

- develop a procedure which informs all new committee members of their roles and responsibilities in regard to regulatory issues within the National Standards and in particular of notifying Ofsted of any changes
- ensure that all children get regular opportunities to practise the fire evacuation procedure and ensure that all fire exits are kept clear

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 that the systems in place for monitoring and recording children's development are effective and are kept up to date and that the information obtained is used to plan for the next stage in their learning
- continue to evaluate and review nursery education and ensure that the organisation of resources and space ensure that all aspect of learning are covered.

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