



Nomansland Pre-school

Inspection report for early years provision

Unique Reference Number	145931
Inspection date	13 February 2007
Inspector	Alison Jane Kaplonek
Setting Address	Nomansland Methodist Chapel, Forest Road, Nomansland, Salisbury, Wiltshire, SP5 2BP
Telephone number	01794 390108
E-mail	
Registered person	Nomansland 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Nomansland Pre-school opened in 1986 and is registered for sessional day care for 17 children aged from two to five years. The pre-school is open on a Monday and Friday from 09:00 to 12:30 which includes an hour for lunch club, and on a Tuesday 09:00 to 15:00, which also includes a lunch club, and on Wednesdays and Thursdays from 09:00 to 11:30, during school term times only. There are currently 27 children on roll of whom there are 25 funded three and four year olds. The pre-school provides support for children with special needs and children with English as an additional language.

The pre-school operates from the community room attached to the chapel in the village of Nomansland, which is situated on the edge of the New Forest. The pre-school is able to create its own environment and leave children's work permanently on display. The pre-school has a

kitchen and children's toilets. The rear garden consists of a grassed area with a permanent sand pit and garden shed. The front area has a hard surface to allow children to ride bikes.

A total of three staff work with the children. Two of the staff have appropriate child care qualifications with one in training. The group receives support from a child care development worker from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They are provided with soap and individual hand towels to avoid the spread of infection. They are protected by staff who follow effective procedures and practices, such as recording accidents or the administration of medicines and by continually reminding children to wash their hands. Children's individual needs are well met, as staff ensure that any allergies they have are taken into account. Children are provided with a good choice of different fruits at each session, which the children bring in themselves from home. They also bring their own packed lunches if they choose to stay for lunch club and enjoy the social interaction with their friends and staff during these times. They have regular access to drinking water from the jug provided.

Children develop a good variety of skills during their physical play. They enjoy their outdoor time in the garden when they can access a good range of equipment which enables them to practise skills such as, climbing, pedalling, scooting and balancing. They take part in regular dance and drama activities which help to develop their confidence and co-ordination. They confidently use a wide range of small equipment to practise their manipulative skills, such as scissors, pencils, brushes and hole punches, with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised as staff fail to complete accurate registers to include all visiting children and have no procedure to follow in the case of accidents or emergencies. Adult to child ratios are put at risk as staff sometimes have their own small children on the premises while they work. However, many safety measures are in place such as fire blankets and smoke alarms and children and staff practise regular fire drills. Staff carry out frequent checks on the premises and equipment and ensure that children are provided with the appropriate equipment to allow them to use the adult sized toilets and wash basins. Effective use of the available space both inside and out enables children to move freely, confidently accessing well maintained toys and play materials.

Staff have a satisfactory understanding of child protection issues. They know how to deal with concerns and who to contact for support. They do not however, keep a record of any existing injuries children may have when they arrive at pre-school. As a consequence, children's care and welfare is not fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a wide range of good quality resources. They are supported by staff who are interested in what they say and do and talk to them about their families and friends. Staff question children to encourage them to think and recall past learning, for example remembering the time they built a snowman or read a particular story.

Nursery education.

The quality of teaching and learning is good. Children are motivated to learn by the provision of a good range of interesting resources and activities, such as painting, collage, dressing-up and role play. They are able to operate independently within the learning environment, confidently selecting new activities which support their learning across all areas. Regular observations help assess children's skills, and learning needs. This information is used for future planning which includes individual targets for each child for each term. Children sit and concentrate well, although younger children sometimes find this more difficult when routines involve sitting for long periods.

Children are confident speakers and use language to initiate and organise their play, for example discussing which white materials they are going to use for their snow picture. They enjoy activities which encourage them to practise their listening skills, such as puppet shows or listening to stories. All children use marks to represent their ideas, for example labelling their drawings. Many children are beginning to write recognisable letters and some can write their first name.

Children take part in a good range of games and activities to develop their number skills and many count and are beginning to recognise numbers to ten. Children use mathematical language such as longer or shorter as they measure their construction tower. They learn about shape, size and quantity through practical activities such as cooking and playing with sand and dough. They are encouraged to count and practise the concepts of more than or less than during everyday activities such as registration time, when they count the number of adults present.

Children use their imaginations well in numerous play situations, for example during role play and drama sessions. They regularly dress-up and perform shows for their parents and siblings to watch. They explore colour and texture when sponge or finger painting or using collage materials when making their snowy pictures. Children are interested in the world around them. They watch plants grow in the garden area and investigate the changes which occur when they mix mud and paint together. Children have access to some electronic toys but do not often use information technology to support their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and fully included in the routine of the pre-school. They play an active part in the selection of activities and resources, help to give out the drinks and are learning to tidy up. Staff value their individual needs and personalities, frequently praising

their achievements and good behaviour. As a consequence, children behave well. Children's spiritual, moral, social and cultural development is fostered.

Children are developing their self-esteem and confidence, particularly during show and tell time when they listen and respond in a small group, talking about the items they have brought in from home. They learn what is right and wrong as staff reinforce guidelines for acceptable behaviour. Children with learning difficulties/disabilities or English as an additional language are provided with the required support to enable them to access the good range of resources. Children gain an awareness of the needs of others when learning about the customs and festivals of other cultures, such as Chinese New Year or Diwali. They have access to a selection of resources which promote equality of opportunity.

The partnership with parents and carers is good. Parents are kept well informed about the policies and procedures, topics and activities provided, via a parents handbook, regular newsletters and clear information boards. They are encouraged to be involved in their child's learning in a number of ways. They can volunteer to help at a session, as many do, or bring in items for the letter of the week or interest table. They feel able to approach staff and discuss their child's care and welfare at any time.

Organisation

The organisation is inadequate.

Children are settled, busy and happy in the organised pre-school environment. They are cared for in secure premises where their good health is assured. Good essential records, such as children's details, records of accidents and the required agreements with parents are kept for each child. However, a lack of accurate record keeping with regard to a number of safety issues puts children at risk. There is no system in place to record Criminal Records Bureau checks for all adults on the premises, no complaints log and the registered person has failed to inform Ofsted of significant changes. Overall the pre-school does not meet the needs of the range of children for whom it provides.

Leadership and management is good. All staff are committed to providing education of a good standard. They ensure that evaluation is carried out during regular team meetings. Staff receive regular appraisals to identify their training needs, and there is an induction procedure for new staff. The pre-school supervisor works closely with the reception teacher from the local primary school to ensure that staff are teaching areas of the curriculum, such as jolly phonics, in the correct way.

Improvements since the last inspection

At the last inspection the pre-school were asked to develop hygiene practices at children's snack times to prevent the spread of infection, ensure that all visitors to the premises are informed that they must complete the visitors log and ensure that the complaints procedure included contact details of Ofsted. They have provided children with hot water, soap and paper towels in the toilets to improve hygiene practices at snack time and all visitors are now asked to sign in to the visitors book when they arrive. The complaints procedure has been adapted to include Ofsted contact details.

The pre-school were also asked to develop strategies to encourage children to listen and concentrate in large group activities. Circle time is now held in two smaller groups to enable children to concentrate.

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, the registered person **must** take the following actions:

- make sure a record is kept of existing injuries.
- make sure procedures are in place to be followed in the case of accidents.
- make sure that registers are accurate and include all visiting children.
- make sure that all staff children present are counted in the registered numbers and comply with the registration age range.
- make sure that Ofsted are kept informed of any significant changes.
- devise a system to record CRB checks for all adults who have contact with children.
- maintain a complaints log.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 children are not expected to sit for long periods of time and that their interest in their learning is maintained.
- continue to plan and develop the use of information technology to support children's 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