

White Rabbit Pre School

Inspection report for early years provision

Unique Reference Number	503584
Inspection date	12 March 2007
Inspector	Donna Suzanne Lancaster / Ann Doubleday
Setting Address	La Basse Road, Baden Powell Estate, Catterick Garrison, North Yorkshire, DL9 3BH
Telephone number	01748 832961
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Registered person	Catterick Garrison Pre-School Group
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

White Rabbit Pre School is managed by Catterick Garrison Pre-School Group, with a manager employed to take responsibility for the daily running of the group. It has been registered since 1992, although it was originally established in the 1970's. It is located in two buildings on the Baden Powell estate in Catterick Garrison and serves the army families who live there.

The pre-school accommodation consists of four rooms for the children, who are cared for in age appropriate groups, toilets, two fully fitted kitchens and an office. There are two enclosed outdoor play areas with fixed apparatus and a rubber safety surface.

The pre-school is registered for 96 children aged birth to five years. There are 115 children on roll, of whom 37 receive nursery funding. The pre-school supports children who have learning difficulties and those who speak English as an additional language.

There are 17 members of staff working with the children on a full or part-time basis; 14 hold a relevant childcare qualification, there are two working towards further qualification and one working towards qualification. The nursery receives support from the Local Authority. Opening

times are from 09:00 to 15:00 from Monday to Friday during term time. The pre-school is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy regular access to outdoor play. They have a range of activities, such as wheeled toys, see-saws, balls and slides to promote their physical development. Children enjoy being out in the fresh air and running around with their friends. This allows them to exercise whilst having fun, develop their physical skills and contributes to their good health. Children use a wide range of tools, equipment and materials that help develop their small muscle control. They thread beads, use spades in the sand, scissors and glue sticks; they control pencils with skill when mark making and writing. All children are able to rest and be active according to their individual needs

Children's health is promoted well within the nursery by staff following effective procedures and practices that meet the needs of all children. All staff have completed first aid training to promote children's welfare and a fully stocked first aid kit is available if needed. Staff offer support, guidance and show a good example to children by washing their hands when appropriate and wearing gloves for food preparation. This helps children to gain an understanding of hygiene routines, as they begin to become increasingly independent in their personal care. For example, they know washing hands stops germs spreading. Good procedures, such as staff wearing disposable gloves and aprons when helping children with their packed lunches and for nappy changing, ensures high levels of hygiene are maintained to prevent the spread of infection. However, some children ate their packed lunches directly from the table, as sandwiches and sausage rolls were not appropriately wrapped, and plates were not offered to them.

Children benefit from a healthy diet and enjoy a range of fresh fruit at snack time. Parents provide packed lunches, these are stored appropriately in fridges. Staff encourage parents to provide healthy and nutritious lunches, through regular news letters and discussion about the healthy eating topics they are covering with children. Younger children are offered drinks regularly while older children help themselves freely to drinks throughout the day. Children are beginning to understand the benefits of a healthy diet through topic's and activities, such as food tasting and smelling the differences between fruit and vegetables. Children's individual needs are taken into account to ensure children remain healthy.

Staff are beginning to use 'Birth to three matters' guidance to adapt a range of activities and play experiences to promote younger children's learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well maintained, warm and bright. There is ample clear space for children to move around and play in safety. The staff complete regular risk assessments of the premises and for the safe conduct of outings and take suitable action to minimise the risk of accidental injury to children. They carry out daily checks on the premises and equipment and these usually identify any potential hazards. The premises are kept secure and staff monitor entry to ensure that only authorised people have access.

Children select activities from a wide range of good quality, safe and developmentally appropriate resources. They are well-organised at child-height to encourage safe, independent access. Children begin to learn how to keep themselves safe as staff remind them of the rules within the setting. For example, 'we walk indoors, pick up toys from the floor, so we don't fall and hurt ourselves, children also reminded staff when asked that 'there's no fighting, kicking and we have to share our toys and games with our friends.' Children are very familiar with the fire evacuation procedure, as they explained which door they had to go out of and where they had to wait when they were out of the building. This helps children learn to take responsibility for keeping themselves safe.

The welfare of children is maintained as staff have a clear understanding of the Local Safeguarding Children Board's guidance. They know how to safeguard the children and understand that their first responsibility is with the children. The manager is the nominated person to take responsibility for the handling of concerns and staff are clear about monitoring and who to contact for advice regarding concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the nursery confidently and settle quickly. Staff create a relaxed and comfortable environment. The nursery rooms are brightly decorated with lots of children's art work displayed. Children are able to move around freely, whilst they select activities independently from the broad range of well organised activities available to them. Children are confident and self-assured to work and play independently or in groups; they take turns, share and show good levels of concentration when completing jigsaws and playing imaginatively with the cars and road set. Close and caring relationships with each other and staff are evident, this helps them gain a sense of trust and helps them develop a strong sense of self. The use of the story sacks help children understand the story and promote their concentration. Children selected show their little pigs or wolf when the time comes, this adds to children's enjoyment of the story.

Children's language development is supported as staff ask open ended questions, to help them demonstrate what they know and can remember, for example, suggesting ideas, such as 'can you remember what we had to eat yesterday and what do the vegetables smell like. They engage with the staff in simple conversations about their families and home life.

Younger children at the nursery are making good progress and this is evident in the play that they exhibit. For example, they show excitement and curiosity when playing with the treasure basket.

Staff use 'Birth to three' matters as a base for planning, it is consistently used and fully understood by all staff and is effective in providing a broad and balanced curriculum for all children. Observations carried out clearly influence future planning which meets the individual needs of the children attending.

Nursery Education.

The quality of teaching and learning is good. Children are eager and keen to learn and show enjoyment and excitement in the well planned activities. Staff have a good knowledge and understanding of the early learning goals, which provides a firm foundation for the whole curriculum. They plan a wide range of activities and experiences for both the 3 and 4-year-old

children, which are clearly linked to the stepping stones and are appropriate to enable the children to be motivated and make good progress. Children's progress is recorded, monitored and assessed well. However, planning and assessment records do not clearly identify differentiation for the older and more able children in order to further extend their learning.

Children are happy and confident within the nursery setting and have formed good relationships with staff and each other. Children are generally well behaved. They understand and are very familiar with the rules, for example, they know that they must not run in the nursery, they must share toys with their friends and when staff point to their ears and ask 'what are these for?' children reply 'to listen'. Children are beginning to develop successfully in their self care skills, such as pouring their own drinks at snack time, accessing the toilet independently and putting their own hats and coats on. Children move with confidence and control inside the nursery and have some opportunities to develop skills, such as balancing, riding the bike and kicking balls. However, due to the large number of children in the outdoor area at one time, the planning for outdoor play is not well organised between the two nursery rooms, therefore, children do not have sufficient opportunities to develop a sense of space. As a result children frequently run in to each other and cannot negotiate obstacles.

Children speak clearly and confidently to staff and each other and they approach other adults with confidence, for example, showing the inspector around the nursery explaining what activities are available and asking what they were doing at the nursery. Children enjoy listening to stories and can access the book area independently, however, it is not used by the children as it is uninviting, the books are not displayed appropriately and there is no comfortable seating. Children hold pencils correctly and some form recognisable letters. Some children are beginning to link letters to words, for example, one child said 'my daddies name begins with D the same as yours. When asked what his daddy was called he said, 'Mike, my Daddy'. Children attempt to write their own names on their pictures in the mark making area. Staff fully support children in their writing and there is a self registration system currently in place.

Children can confidently count to 10 and beyond. They use simple calculating in everyday routines, for example, at snack time children are asked 'how many more children need to have snack', when children leave the snack table children are asked 'how many spaces do we have now'. Children show an interest in shape and are beginning to understand and use mathematical language, such as big, small, gigantic, tiny. They can compare size, for example, one child referred to teeth as long with a gap in them, another child said 'she had a gap in her teeth but it was a small gap'.

Children use a computer and are supported by staff to complete simple programmes. They enjoy using the programmable toys that are available. Children are beginning to show an interest in living things and their surroundings through a variety of topics and are gaining an awareness of their own and other cultures. For example, children plant seeds and watch them grow with the magnifying glass. Children look at and hold the shredded skin of a snake and talk about it. They enjoy creative activities to celebrate religious and cultural festivals.

Children know and recognise colours. They have good access to different creative materials, such as paints, play dough, feathers, sequences and coloured tissue paper. Children develop good levels of hand eye co-ordination. For example, cutting along lines with scissors, using glue sticks, paint brushes and threading. Children use their imagination in play and participate well when designing a fort with construction toys. In the role play area the children pretending to knock on the fort door and be a monster. Interesting sensory and creative opportunities enable children to experiment and explore smells, shape, colours and textures in a variety of

different mediums. For example, children smell and taste the butter at snack time and the cut up fruit and vegetables, before making coloured vegetable prints with them.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the setting and very good relationships are formed between children and staff. Staff take positive steps to successfully promote the welfare and development of all the children attending, including those with learning difficulties and English as an additional language. Staff ensure that there are support methods in place, such as using pictures and learning key words in the child's language to make sure that children get what they need. They enjoy good experience of the wider world, as topics are planned on people in the community. There are positive images displayed around the nursery and the setting actively celebrates children's own and others' cultures through craft activities linked to different festivals. For example, today they made cards for 'Mothers Day'. In the past they have made craft items linked to Chinese New Year, such as making lanterns. This enables children to develop a positive attitude towards others.

Children behave generally well and play cooperatively together, sharing and taking turns. Staff are good role models for the children and use positive strategies to manage their behaviour. For example, staff consistently praise and encourage the children throughout their play, children know the boundaries within the nursery and that they receive reward stickers, which are displayed for helping to tidy away. At the end of each week the nursery have an assembly and children are given encouragement certificates for positive behaviour. This contributes to children's sense of pride and achievements and helps children learn to manage their own behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. The parents and staff work closely together, sharing information about the children through informal discussions and planned meetings, this contributes towards ensuring that children's individual needs are met. For example, children can follow their home routines, such as sleeping and eating arrangements. There is a welcome booklet for parents, which gives detailed information on the care and education programme provided. They have access to the nurseries policies and procedures. They receive newsletters that explain the topics that children are learning about, this enables parents to be involved with children's learning. They are able to see their child's assessment records at any time and daily verbal information is shared with them about their child's progress and development. An informative settling in procedure, includes preliminary visits so children are familiar with the staff and their surroundings. This helps most become more confident and relaxed so that they settle quickly.

Organisation

The organisation is good.

The premises are bright and welcoming to children and their parents, having many displays, posters and notice boards. The well organised use of space, toys and resources, which are stored on low units, enables children to make ongoing choices throughout their play. Children's care and learning is consistently managed by enthusiastic staff who work well together to ensure the children are happy and enjoy coming to the nursery. Children's welfare and safety is managed effectively by both the staff and the management. For example, staff are fully aware of their role and responsibilities within the nursery.

Robust recruitment procedures are implemented which ensure staff have appropriate qualifications, experience and are suitable to work with children. There are good induction procedures in place and policies and procedures are reviewed, updated and shared with staff and parents to actively promote the welfare, care and learning of the children. All required records and documentation are in place and are stored securely, however, not all medication records and complaints are kept confidential.

The leadership and management with regard to the nursery education is good. The staff are well qualified and skilled; all staff are encouraged to train and develop, to aid their understanding of the Foundation Stage of learning and the 'Birth to three' framework. Staff attend regular meetings when they share their knowledge and exchange ideas. Senior staff spend time in the rooms monitoring and evaluating the provision offered. Also through regular supervision and appraisal, enables them to identify the setting's strengths and weaknesses. The manager has a clear vision of how they can provide and improve the provision of nursery education. For example, to extend the outdoor play area.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery recommendations were raised to continue to enhance knowledge and understanding of all aspects of childcare and to develop the provision for children under two years. The staff have continued to access regular training and this is on going. Improvements have been made regarding the provision for the under two's as some staff have recently attended the 'Birth to three' framework training. All training is cascaded to other members of staff through regular staff meetings. Therefore enhancing staffs knowledge and understanding of all aspects of their care.

At the last nursery inspection, there were no significant weakness to report, but consideration was to be given to improving the following: put into practice the proposed modifications to the present overall planning system to ensure that individual rather than groups of early learning goals are included and to introduce the proposed changes to systems for monitoring and evaluating the provision for nursery education. Staff have made good progress with enhancing the planning and now identify individual stepping stones. The management continue to monitor and evaluate the provision of nursery education offered through regular staff supervision, appraisals and staff meetings.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- further promote hygiene practices by providing plates at lunch time when needed
- further develop confidentiality when completing medication records and the complaints log.

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):

- further develop the use of assessment to inform planning in order to differentiate for the older and more able children
- further develop the planning for outdoor play in order to increase children's awareness of their sense of space
- encourage children to access the book area more independently by making it more inviting.

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