



Leconfield Pre-School

Inspection report for early years provision

Unique Reference Number	314670
Inspection date	27 February 2007
Inspector	Katy Elizabeth Wynn
Setting Address	Leconfield School, Arram Road, Leconfield, East Riding of Yorkshire, HU17 7NP
Telephone number	079747 65216
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Registered person	Leconfield 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 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?

Leconfield Pre-School is situated in the village of Leconfield in East Yorkshire, serving the local community and families at the nearby Ministry of Defence School of Transport. It opened in 1972 and operates from a large hall in the local primary school, where there is also access to an outside play area. The setting is open Monday to Friday during term time. Sessions are from 08.50 to 11.55.

There are currently 34 children aged from three years to under five years on roll. This includes 22 nursery education funded three-year-olds and 12 funded four-year-olds. The setting supports two children who speak English as an additional language.

There are five members of staff working with the children, of whom four have early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the importance of good personal hygiene as they learn to wash their hands at appropriate times, for example, after using the toilet and before eating, and are able to talk about getting rid of the germs when washing. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps keep the children healthy and protected from the spread of infection. Accident and medication records are in place and are maintained well. The staff team have current first aid certificates, which ensures the children will receive appropriate treatment in an emergency.

Children are learning about the importance of healthy eating through daily routines and the group's healthy eating policy. The pre-school provides a excellent variety of healthy choices for the children at snack time, including fresh fruit and a selection of dips. Children have access to milk or water at snack time and staff work with the parents to meet each child's dietary requirements.

Children enjoy daily opportunities to participate in activities developing their coordination and skills, for example, riding the sit-on toys, kicking and throwing balls, crawling through tunnels and playing on the climbing frame and slide. They are beginning to learn about their bodies and find different ways to use their muscles, for example, crouching down, stretching up high as they dance to music, and marching around the room. Children develop good self-care skills as they attempt to do up their buttons on their coats and put on their wellington boots before going outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe in the welcoming environment. The provision is well laid out with child-height furniture and the resources are stored to allow children to move around safely. There are appropriate facilities in place to meet the needs of all children, such as accessible drinking water and a comfortable book corner where children are able to relax. The developmental needs of the children are met by the exciting variety of equipment that is made available to them. Staff rotate equipment to provide the children with a good balance of learning opportunities.

Children benefit from a safe and secure environment. The main school door is kept locked and, on entry to the pre-school, visitors are asked to sign the visitors' book to ensure staff know who is in the building. Staff are vigilant about children's safety. They talk to the children about safe practice; for example, they know they must not run in the pre-school. Staff have thought about how to evacuate the children in an emergency and fire drills are practised, which means all children have a clear understanding of what to do. Children have devised their own safety rules which are displayed on the wall as a reminder to keep themselves safe.

Children are well protected because staff have a good knowledge of child protection issues and recognise their roles and responsibilities. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school and are able to freely access resources which have been set up for them around the room. However, they do not independently access the storage boxes around the room, therefore children's spontaneous interests are not developed. They show good levels of independence in self-care, which is actively encouraged by staff. Children thrive in the stimulating and exciting environment; they are eager to try new things and participate in the range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open-ended questions, encouraging the children to share their ideas and thoughts with confidence. The children build excellent relationships with the staff and develop well with the range of activities and experiences offered to them.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because staff have a secure understanding of how children learn and adapt activities according to the age and ability of the child. Staff implement a varied range of teaching methods to introduce an exciting range of activities and experiences to all children, including those who have English as an additional language. Staff work extremely well together as a team, monitoring children's progress and gathering information to plan for the children's next steps of development. Staff are keen and enthusiastic and are good role models for children, encouraging them to use their manners and say 'please' and 'thank you'.

Children select books and choose when they want to sit in the quiet corner to look at these independently, as well as in large groups for story time. They begin to develop their understanding of sounds and letters and explore text as they find their name cards on arrival and on the snack tables, and see clearly labelled resources around the setting. They begin to link sounds as they discuss the letter of the week. More-able children are given a 'Word Bird' with simple words stuck onto the bird; as they progress they use this bird to develop simple sentences. Children attempt to make marks on paper in role play for their library and some are able to form recognisable letters when attempting to write their names. Children's vocabulary is developing well as they discuss the items they have brought in from home. Staff use open-ended questions to make children think; for example, as one child plays on the computer, he explains to another child how the program works.

Children gain confidence in using numbers as they headcount during registration and when lining up to have their hands washed. Staff encourage them to add how many boys and how many girls there are. As the children put the cups out for snack, a staff member asks the children, 'How many are around the table?' Staff make excellent use of everyday situations to enable children to develop their calculation skills.

Children investigate and observe living things during planned activities when they plant seeds and bulbs and learn about life cycles. They acquire knowledge of their environment through visitors to the group. Children enjoy using the computer, selecting programs and demonstrating good mouse control, for example, as one child drags the mouse to colour his picture. Programmable toys, music tapes, telephones and tills support children's learning of everyday technology. Their learning is extended as they celebrate different cultural festivals, such as Hanukkah, giving them an insight into the wider world.

Children demonstrate good spatial awareness as they move around the room, taking care not to bump into each other, and negotiate the tables and chairs at snack time as they carry their plates. Children thoroughly enjoy singing familiar songs, for example, 'Farmer, farmer'. They sing, dance and march to music tapes, following instructions and working as part of a team. Children also experiment with a range of media, for example, sand, water, play dough, rice, pasta and paints.

Staff work very well as a team, suggesting new ideas and methods, setting the planning and monitoring the children in a variety of ways to identify individual targets for children to work towards. Staff find new and innovative ways to ensure the children are focused, interested and motivated. For example, the staff have recently developed their own colour and number boxes. Children are able to open these interesting boxes and explore colour and counting objects. The staff team recognise the group's own strengths, identify areas for improvement and provide a curriculum which meets the needs and abilities of the children; this ensures children are able to achieve their full potential.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff have a good understanding of equal opportunities and children benefit because they have equal access to the array of resources, activities and staff attention, helping them feel valued and respected. Children are treated as individuals and staff take time to get to know each child and their families well, helping to build strong relationships. Children have access to a range of multicultural resources throughout the pre-school, developing their understanding of the world around them.

Children are confident and show good levels of self-esteem; they know what is expected from them and respond well to praise and encouragement. The children's behaviour is exemplary and they understand right from wrong through the sensitive methods used by staff and through being reminded of the group's behaviour rules for positive behaviour. Children benefit from the secure relationships between the staff and their parents. Flexible arrangements for the induction of new children and the 'Birth to three matters' framework help to ensure younger children are settled and included, and keep staff well informed about children's individual needs and requirements.

Children gain a good understanding of the local environment and community through a range of visitors in the group, for example, the dental hygienist and local farming college. Parents are also encouraged to visit the setting and talk about their job, culture or religion. Planned

activities that are linked to cultural festivals and access to resources representing a diversity of culture, ethnicity and disability promote equal opportunities. The setting has effective arrangements in place to care for children who speak English as an additional language.

The partnership with parents and carers of children who are in receipt of funded nursery education is good. Parents receive information about the group and the curriculum via the prospectus and newsletters, and through the clearly displayed noticeboards. However, the information relating to the Foundation Stage and areas of learning is limited. Children benefit from good relationships between the staff and parents as they are encouraged to share what they know about their child when they join the group. Parents are encouraged to get involved in home learning. For example, sending things in for the interest table relating to the themes and the letter of the week, and becoming parent helpers on the rota system; this allows parents to contribute to their child's learning. However, parents are not given further ideas to extend their child's learning at home in accordance with their child's individual learning needs. Children's individual progress and achievements are discussed during handover time and recorded in profiles, which keep parents up to date on their child's progress and next steps for learning. Children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and pre-school and the excellent links with the school.

Organisation

The organisation is good.

Children benefit from the high levels of support offered by the staff and the well-planned activities that keep children stimulated and interested in their play and learning. Staff are knowledgeable about the Foundation Stage curriculum and the 'Birth to three matters' framework, which support children's care and learning. High ratios maintained ensure children receive lots of care and attention. Staff demonstrate a clear understanding of their roles and responsibilities and are very active in updating their childcare knowledge through regular training. They have good knowledge of the pre-school's policies and procedures as these form part of the staff induction, where they have to read and sign them to ensure consistent provision for the children. The required documentation is in place and extremely well organised. Detailed policies and procedures are implemented effectively and available for inspection. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. The manager of the pre-school supports the staff with regular meetings, access to training and through appraisals. Staff organise play and learning opportunities to ensure children receive appropriate challenges. All staff contribute towards the planning and make good use of regular meetings to monitor the curriculum and the impact on children's individual progress. Staff observe children and takes notes; this information is used to inform next stages of planning, helping children to reach their full potential. Staff work very well as a team and communicate very well with each other; they recognise the group's own strengths and identify areas for improvement, which they regularly address at staff meetings. The management and staff are committed to ensuring that the quality of care and education is continually improved for all children. All staff help support children's well-being and education, which enables them to achieve their individual potential during their time at the pre-school.

Improvements since the last inspection

At the last nursery education inspection the provider was asked to improve the sharing of information with parents about policies, routines and activities. Since the last inspection the provider has provided some opportunities for parents to be involved in their child's learning. For example, they have access to their child's records at any time, which they can make comments on; they are provided with newsletters, are asked to send in things from home relating to themes and topics, and have opportunities to help out on the parent rota system. These improvements ensure that parents are involved in the children's learning and achievements.

The provider was also asked to develop the opportunities for children to use the outdoor area. The outdoor area now focuses strongly in the planning and since the last inspection a variety of outdoor resources have been obtained. Children now have the opportunity to use the outdoor area on a daily basis, developing their physical skills.

At the last care inspection the provider was asked to develop written procedures to be followed in the event of a child being lost and to update the complaints policy. Since the last inspection the provider has updated the complaints policy and has devised a new policy relating to a lost or uncollected child, ensuring children's safety.

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

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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):

- improve opportunities for children to make choices and ensure they are able to respond to their spontaneous interests.

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):

- improve information given on the Foundation Stage and provide opportunities for parents to continue learning at home.

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