



## Johnstone Road Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	119487
<b>Inspection date</b>	12 March 2007
<b>Inspector</b>	Lisa Paisley
<b>Setting Address</b>	Methodist Church Hall, The Broadway, THORPE BAY, Essex, SS1 3HQ
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<b>Registered person</b>	Vivian Amelia Margaret Daltrey
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Johnstone Road Pre-School is privately owned. It opened in 1972 and operates from two rooms in a local church hall in Thorpe Bay, Essex. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these 22 receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs 11 staff. Ten of the staff, including the manager and both deputies, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

A good variety of healthy and nutritious snacks are offered to the children and snack time is a social occasion, which the children enjoy. Fresh drinking water is freely available throughout the session and children are able to help themselves independently. Children display enthusiasm in making choices from the different fresh foods available including bananas, dried raisins, bread sticks, apples and toast. As a result, children are beginning to understand the importance of a healthy diet. Staff maintain good written records for each child to ensure their individual health and dietary requirements are met. Consequently snacks that are offered are suitable for the children's individual dietary needs and preferences.

Children are learning about the importance of good personal hygiene through well established daily routines such as washing their hands after gardening, messy play and before snack time. Children have access to hot and cold water, liquid soap and paper hand towels minimising the potential risk of cross-infection. All documentation in relation to children's health, for example, medical and accident forms are in place and signed by the parents. All of the staff are first aid trained and a first aid box with all the required items are in place and is accessible to the staff, ensuring children receive good care and attention in the event of an accident or administering medication.

All children enjoy regular opportunities to engage in physical activities and they have access to a good range of outdoor play equipment to support their whole body movements. For example, children confidently use tricycles, scooters, balls and hoops. Children use a wide range of tools and equipment to promote their finer manipulative skills, such as scissors, puzzles and threading activities. As a result, children are making good progress in all aspects of physical development and their skills are challenged appropriately.

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

The provision is good.

Children are cared for in a safe and secure environment. All areas of the pre-school are risk assessed by the staff so that any potential hazards to children can be identified and minimised or removed. Staff also carry out daily checks of the areas used by children, ensuring each play area is safe before children arrive. For example, the main entrance and exits are alarmed, all radiators and low-level sockets are protected and the kitchen is inaccessible to children. There are clear procedures for the arrival and departure of children, ensuring children arrive and leave the premises safely. Fire evacuation procedures are in place ensuring children and staff know how to evacuate the building quickly and safely. Children learn about keeping themselves safe as staff provide consistent, gentle reminders such as going up and down the slide safely, tidying away toys and sitting sensibly.

Staff have good awareness of how to organise space, furniture and equipment effectively enabling children to move freely with independence around activities and different play areas. As a result, children feel confident within the pre-school and are safe and secure. Children

benefit from using a good range of toys and play equipment which are maintained to a high standard. Children self-select their own play resources which are appropriate to their ages and stages of development, fostering choice and independence.

Children are effectively protected by staff who have a secure awareness of child protection procedures and know how to put these into practice to safeguard children's welfare. A written policy is in place and staff are able to recognise signs of abuse and know whom to contact if they are concerned about a child in their care. A named staff member is responsible for child protection and they have a clear understanding of their role, through attending training and keeping up to date with any changes such as the Local Safeguarding Children Board (LSCB). Parents are informed of the group's responsibility regarding child protection reassuring parents of their child's welfare.

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

The provision is good.

Children enjoy their time at the pre-school and they are happy and settled due to staff relating to them sensitively and providing a wide range of activities which are interesting and stimulating. Staff know the children well, they greet them warmly on arrival at the pre-school, which makes them feel safe and secure. Routines provide opportunities for children to socialise with each other on a regular basis. Staff set out a good range of activities, toys and equipment for the children, which enable them to make choices and extend their own play.

The staff have successfully implemented the 'Birth to three matters' framework improving the outcomes for the younger children attending the pre-school. Children are encouraged to take the lead in selecting activities and staff support this by encouraging children to explore and investigate toys and resources. Children's language and communication skills are effectively supported and developed through staff listening, asking questions, using explanations and clear descriptive language that they can understand. Ensuring children feel valued and supported at the pre-school.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good and secure understanding of the Foundation Stage, early childhood development and how children learn. Activity plans are very detailed and comprehensive, covering all the required elements of the curriculum, including differentiation and assessments of activities. A key worker system is in place and initial profiles on children are completed helping staff assess children's starting points in their development. The pre-school use Southend's individual profiles to record children's developmental progress and staff consistently observe children's developmental progress, ensuring all areas of children's development is being effectively tracked. However, focus activity plans have not yet been implemented within planning to provide clear learning intentions and next steps in children's development. Staff provide an enjoyable and stimulating learning environment to engage children's interests and enable them to enjoy their play and learning experiences.

Children are keen to participate in the range of activities provided and are encouraged to independently self-select resources and initiate their own activities and games. Children show

a strong sense of belonging as they greet staff and each other upon arrival. They work well together and understand the importance of co-operation during group activities. For example, children negotiate with each other and agree turn taking when engaging in role play. They are confident and skilled speakers, using words effectively and a wide vocabulary to convey their experiences both real and imaginary. They listen attentively to each other and join in enthusiastically during group story times. The book corner is warm and inviting for children where they can sit in small groups with their peers and the staff looking at and talking about stories. Children particularly enjoyed the story 'Going on a bear hunt' they enthusiastically called out what happened next in the story and moved their body to the action. Children confidently use tools and resources to make marks and older, more able children are able to write their own names independently. They are developing a very good awareness of letter shapes and sounds and benefit from seeing a wide range of print. Children are making good progress in early mathematical concepts and they confidently use numbers when counting and solving simple number operations such as addition and subtraction. Cooking activities provide good practical experiences to explore different mathematical concepts such as capacity, weight and measures and they use appropriate language to describe and compare size and shape.

Children have excellent opportunities to find out about the natural world and they enjoy exploring their environment, for example, planting spring flowers and trips out to the beach. Children talk with interest about their own lives and learn about the work of people in the community such as the local police officer and fire safety officer. They are developing very good awareness of the uses of information technology in everyday life and are able to operate equipment such as the computer, digital movie camera, torches and domestic items. Children's imaginations and free expression are effectively promoted, they particularly enjoyed the music and movement session, pretending to be seeds, growing tall as a flower and reaching for the sun. There are good opportunities for children to engage in role play such as the restaurant and home corner. They have good opportunities to participate in a range of creative activities, for example, painting, sand, gluing, play dough and cornflour. Children's physical skills are well promoted through a variety of mediums, such as tricycles and scooters, they particularly enjoyed the obstacle course, going through the tent, over the slide, across a beam and jumping over the hoops. They use small scale equipment safely, with increasing control to develop their finer manipulative skills, for example, a small group of children worked hard at threading. Consequently, as a result they are confident and have developed good control over their bodies.

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

The provision is good.

Children are warmly greeted on arrival making them feel welcomed. They are treated with equal concern and are effectively supported to help them settle and join in with the activities. Children benefit from having access to a good range of play resources which promote positive images of diversity and from participating in activities which promote their awareness of different festivals and cultures. For example, Chinese New Year, Diwali, Thanksgiving and Easter. Children also have the opportunity to taste a range of foods linked to topics such as Chinese New Year. Staff respect parents' wishes as regards to any individual needs, helping to promote the children's self-esteem. Children with learning difficulties and disabilities are respected and fully integrated

within the pre-school and their needs met through staff working in partnership with parents and other agencies. Ensuring an inclusive environment is provided for all children.

Children settle quickly at the pre-school as staff work well with parents to ensure children's individual needs are met. Staff obtain information from parents before a child starts at the pre-school regarding their interests and abilities. This enables them to build on and develop children's previous knowledge, understanding and skills. Children are consistently very well behaved and they have a very strong sense of caring for others, which is strongly promoted by staff. Children are well supported by staff who regularly use praise and encouragement to promote children's self-esteem. They learn to share play equipment and take turns and increasingly take responsibility for their own actions. Children have a very good sense of self control through the positive role models that staff provide. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from their parents being actively involved in their children's learning. For example, formal meetings with the parent to discuss children's developmental progress. Regular newsletters are sent out to parents informing them of future events and topic work and children are encouraged to bring in items from home. A parents' notice board provides parents with all the required information about the pre-school, including the Foundation Stage curriculum guidance. Ensuring parents are fully informed with regard to their child's developmental progress, topic work and any events or celebrations.

Parents are aware of how to make complaints about the provision and these are dealt with in a prompt and professional way. Staff listen to parents' concerns and, where appropriate, adapt their policies and procedures accordingly.

## **Organisation**

The organisation is good.

Children's care is supported and enhanced by the secure organisation of the pre-school. The structure of the session is free play with an emphasis on children's choice, however, during the latter part of the session play and learning opportunities could be further extended through the organisation of snack time. Records and details relating to staff and children are obtained, recorded and stored appropriately, ensuring that the pre-school is meeting legal requirements relating to documentation.

The use of available space within the pre-school is well-organised, with clear areas for storage, play, food preparation, and changing young children. These areas are well managed by staff to allow children to play, eat and rest safely and securely.

Leadership and management of the nursery education is good. The manager, deputies and staff work very hard and they are very committed, motivated and professional in providing children with positive play and learning experiences. Staff also understand the importance of positive play and learning experiences for children during their early years. The staff are fully aware of their roles and responsibilities and there is a professional team spirit. Children benefit from the staff being interested in their own professional development and regular appraisals are held. The manager assesses the nursery's own strengths and weaknesses realistically through

self-evaluation. Consequently, children are cared for by knowledgeable and experienced staff, benefiting from continuity of care.

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

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

At the last care inspection the pre-school agreed; to consider the organisation of whole group activities so that all children can participate at their own level, provide a suitable area where children can sit comfortably and look at a variety of age appropriate books and review and update policies and procedures to bring them in line with Ofsted's requirements. (This refers to special needs, behaviour and the complaints procedure). The organisation of group activities has been reviewed to ensure children are able to participate at their own level, the book corner has been developed so that it is inviting and enjoyable for children to share stories and books and all the required documentation has been updated to ensure that it is in line with the National Standards. Consequently, good improvements have been made in terms of children's play and learning experiences and ensuring all documentation is relevant and in date.

At the last education inspection the pre-school agreed; develop some aspects of the programme for communication, language and literacy to provide more opportunities for children to learn that print carries meaning and that stories can be used to initiate ideas in imaginative play. Also, provide opportunities for them to experience writing for different purposes. Children are given good opportunities to learn that print carries meaning, stories are used to encourage children's imaginative play and children are given good opportunities to write for different purposes such as in role play. As a result, the pre-school has made good improvements with regard to children's communication, language and literacy.

### **Complaints since the last inspection**

There has been one complaint made to Ofsted since April 1 2004. Ofsted recieved a complaint on 18/06/2004, a child care inspector visited the pre-school and the registered provider was given 4 actions to complete under National Standards 6 (Safety), 12 (Working in partnership with parents) and 14 (documentation). A satisfactory response was given by the registered provider. The provider remains qualified for registration.

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 improve children's play and learning experiences by reviewing the organisation of snack time.

### **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 activity plans to include focus activities with clear learning intentions.

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)