



Overseal Pre-School

Inspection report for early years provision

Unique Reference Number	206835
Inspection date	08 March 2007
Inspector	Jayne Clarke
Setting Address	Overseal Village Hall, Woodville Road, Overseal, Swadlincote, Derbyshire, DE12 6LU
Telephone number	07940 453966
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Registered person	Overseal 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?

Overseal Pre-School opened in 1980 and is run by a voluntary committee. It is situated in the village of Overseal in Derbyshire and operates from two rooms in the village hall. A maximum of 26 children may attend the playgroup at any one time. The group is open each weekday from 09:30 to 12:00 during school term-times. On Monday, Wednesday and Friday additional sessions operate from 12:30 to 15:00. There are currently 40 children from two to five years on roll. Of these, 27 children receive funding for early education. Children come from the local area.

The pre-school employs four members of staff. Of these, two staff hold appropriate early years qualifications. Additional staff are working towards a qualification. The setting receives support from the local authority early years and the Pre-School Learning Alliance and has strong links with the local primary school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the clear hygiene routines implemented by staff. Children respond positively to discussion and picture prompts which promote good personal hygiene. This helps children learn how to keep themselves clean and understand how to prevent germs making them 'poorly' or 'sick'. Appropriate procedures and policies are in place to promote children's good health and well-being.

Healthy eating is promoted well. Children are encouraged to help themselves to a healthy snack of bread, ham and fruit. Other nutritional snacks include a healthy option of fruit, salad or vegetables each day. Children and adults talk about healthy food and a healthy food poster is displayed in the setting. This helps children to develop a positive approach to healthy eating. Children pour their own cup of water, juice or milk from the jug on the table which promotes their independence.

Children enjoy good opportunities for physical exercise during the daily session held indoors. They are excited and have lots of fun as they use a range of small and large play equipment in their physical play. They use the available space to push along on wheeled toys and play games which help them to move their bodies in different ways. They learn about the effect of physical exercise on their bodies as they feel their heart beat fast and talk about breathing fast. This helps children to develop their physical skills and maintain a healthy lifestyle. However, there is limited opportunity for children to benefit from regular fresh air and exercise outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There is sufficient space within the setting to provide children with a varied range of activities which are safe and suitable for their age and stage of development. Good levels of security and supervision ensure the premises are safe and children's play and care needs are met. Toys and equipment are regularly checked so that children can play with resources which are safe and which conform to safety standards. Children learn how to keep themselves safe. They understand safety rules within the setting and outside through positive rules and role models. Staff use appropriate stories to develop children's awareness of stranger danger and personal safety. They talk about what to do if they are lost for example, in the supermarket. Visitors from the fire, police and road crossing patrol services help to re-enforce safety messages. Children are sometimes given safety roles during a session, for example a child may be asked to make sure that all the lids are on the pens so that they are not left around unsafely. This helps children to take responsibility for the safety of themselves and others.

All staff understand procedures to fully safeguard the welfare of children. They recognise the signs and symptoms of abuse and are able to clearly explain the processes for reporting concerns. They know who to contact for advice and support. They understand procedures regarding any allegations of abuse whilst a child is in the care of the provider. This protects children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are interested and engaged in purposeful activity which promote all areas of development, although staff sometimes miss opportunities to stimulate children's interest in some child-choice creative activities. Children use small tools to cut and glue patterns and shapes but are not always encouraged to use equipment such as the sellotape dispenser themselves. Children enjoy welcome time. They respond with interest to discussion about the calendar, they confidently name the month, day of the week and the year. This helps them to develop a sense of time. Experienced staff use this time effectively to help children think about everyday routines and behaviour rules so that children are aware of the order of the day and know what is expected of them. Children's language skills are adequately promoted. They are keen to demonstrate their knowledge as they bring in objects and toys to represent the letter of the week. They proudly show and say a 'horse with a horn', a 'hairbrush', a 'hammer' and 'honey'. Children receive stickers for their achievements which helps them to develop a sense of pride. This builds their confidence and self-esteem. Books are seen as an important feature of children's learning and development, the book corner is attractively displayed and children choose a library book to take home to share stories with their parents. There is a suitable range of resources to promote imaginative play. Younger children play happily alongside each other with the doll's house. Older children show a great deal of interest in the small world play figures in their imaginative play. Children are developing independence, boys and girls confidently select outfits to dress themselves as a 'witch' and a 'fairy' and seek adult support when needed. Consequently, children's social skills are developing well.

The 'Birth to three matters' framework is used effectively to promote the outcomes for children. Appropriate systems are in place to record young children's progress through observations and evaluative assessments. The information gathered is used effectively to plan for the next steps in children's play, learning and development.

Nursery education.

The quality of teaching and learning is satisfactory. Experienced staff have a sound knowledge of the Foundation Stage. Staff generally use suitable methods to help children learn, they sit with them and ask relevant questions about their play in most areas. However, challenges for children to develop their thinking and to encourage them to persist in activities without distraction are sometimes limited. Consequently, children's learning needs are not fully extended. Planning is effective. It details what the children are expected to learn and links clearly to the stepping stones. The system for assessing children's progress is robust. Regular observations are made to monitor children's development and progress. Assessments are used well to plan the next steps in children's learning. Records of achievement are available and shared at regular intervals with parents. Behaviour is managed well and this helps to develop children's social skills when playing with others. The room is generally organised appropriately, although occasionally children's play and concentration is interrupted during floor play activities and at group circle time due to the layout of the room. Time and resources are generally used well to provide a suitable range of activities to cover all areas of development, although there is a limited range of writing materials in the role play corner to develop and extend children's interest in writing. Children's physical activity takes place indoors each day with small and large

play equipment which helps to promote children's physical development. There is currently no access to the outdoor play area. This limits children's opportunity to make full use of and explore the outdoor environment.

Helping children make a positive contribution

The provision is good.

There is a sufficient range of resources to raise children's awareness of diversity. Children see some positive images of people with disabilities and of different ethnic origin in books, jigsaws and small world equipment. This helps children to develop their understanding of others. Traditional and cultural festivals are celebrated throughout the year, such as Diwali and Chinese New Year. This helps children to develop their knowledge of the wider world. Staff clearly understand their role in working in partnership with parents and relevant organisations to ensure children with learning difficulties and/or disabilities receive appropriate care and support. This promotes an inclusive service for all children. Methods used to manage behaviour are good. Children benefit from the clear and consistent boundaries set by staff. Consequently, children behave well, they understand and demonstrate positive behaviour which helps them to respect and value each other. Children play well together, they seek out friends to share in their games and play and help each other at snack time. They develop a high level of self-esteem through the constant praise and encouragement they receive. They are pleased when they are given a sticker for their 'good work' and relish in certificate rewards for collecting stickers for their caring, sharing and good manners. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are positive and friendly. Each parent has a booklet which details all the relevant policies and informs them of the routines and operation of the group. Parents receive a regular newsletter to keep them up to date with new ideas and information. There is a clear complaints procedure in place and staff fully understand their role in keeping a record of any complaints made. Children's individual needs are fully discussed and recorded with parents which includes information about their favourite activities, what they can do and details about their family. Daily discussion keeps parents informed of their child's well-being. Consequently, this helps new children to settle and ensures their needs are met.

The partnership with parents and carers of funded children is good. They receive useful information about the educational programme provided in the parent's booklet. Parents' views are sought through questionnaires and discussion. They are encouraged to be involved in the committee, on outings and in fund raising events. The setting actively involves parents in their child's learning. Children are encouraged to take reading books and writing activities home to share with their parents. This enables parents to be involved and enhance their own child's learning.

Organisation

The organisation is satisfactory.

There are satisfactory recruitment systems in place which ensures children are cared for by staff who have completed the necessary vetting procedure. There is an appraisal system to

monitor staff performance but this does not currently include a method to monitor their ongoing suitability. This potentially impacts on children's safety. All required documentation and policies are in place for the safe and efficient management of the setting.

There is a satisfactory level of qualified staff who work with the children. Staff are committed to further training to improve their knowledge and skills. They attend many additional training courses including advanced child protection, supporting children with additional needs and other childcare and development workshops. This increases staff knowledge of childcare and development which contributes to the improvement of the care provided. Space and resources are suitably organised to meet children's play and care needs, although their free movement is sometimes restricted between access areas and the outdoor play area is unavailable to use. This limits children's opportunities for outside play. Toys and resources are easily accessible to children to promote their independence, although they sometimes have limited opportunities to handle small tools and writing equipment during role play and creative activities. Children are familiar with the routines of the day which helps them to settle and feel secure.

The leadership and management of funded children is satisfactory. Staff are developing their knowledge of teaching and learning through practical activities, they work well with guidance and support but sometimes lack confidence in their knowledge of the learning aims and objectives to provide children with sufficient challenge.

All previous recommendations raised at the last inspection have been addressed. Regular staff meetings are held to discuss planning and how they can best support children.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to include Ofsted contact details in the complaint policy. Improve security to the outside play area and safety regarding children's access to the walk in storage cupboard and the stairs leading to the stage. Since then the address and contact details for Ofsted have been added to the complaints policy. The manager has taken appropriate steps to ensure that parents receive current details of the setting so that they are fully informed about how to contact Ofsted. Safety gates to the stairs and stage make this area inaccessible to children. 'Rules' are discussed at circle time so that children know where they can and cannot go. There is a lock attached to the storage cupboard door when it is not in use, children do not have access to this area at any time. This keeps children safe.

Regarding the education inspection, the provider was asked to increase opportunities for children to develop mathematical skills regarding subtraction, measuring and comparing quantity. To increase children's sensory opportunities and to consider the grouping of children to enhance the effectiveness of some activities. Children regularly use toys and equipment which help them to count on and take away. They are actively involved in selecting numbers for the calendar. Measuring equipment such as rulers and weighing scales are accessible to children so that they begin to understand the concept of measurement. They use a variety of containers in the water tray to explore volume and capacity. Children experience a varied range of activities and resources which promote their sensory development. Activities include the use of rice, tea

leaves and essences, foam, felt and cornflour textures, children taste a variety of sweet, sour and savoury flavours. They listen to sound tapes to identify different noises such as machinery and animal sounds. This helps children to make steady progress in their development. Children take part in small and large group activities throughout the day. Staff sometimes arrange separate story groups for older and younger children as appropriate. This takes into account children's individual needs, their age and stage of development and level of interest.

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 further the registered person should take account of the following recommendation(s):

- develop procedures for checking the ongoing suitability of staff
- improve opportunities for children to access the outside play area (this also applies to Nursery Education)

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 the range of resources accessible to children to extend their interest and promote their independence in handling small tools and writing equipment during role play and creative activities
- develop methods to monitor the effectiveness of the educational provision, staff's knowledge and understanding of the learning outcomes and ability to provide challenges for children

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