



Risby Pre-school

Inspection report for early years provision

Unique Reference Number	251614
Inspection date	07 March 2007
Inspector	Margaret Elizabeth Roberts
Setting Address	The Village Hall, Alymer Close, Risby, Bury St Edmunds, Suffolk, IP28 6RT
Telephone number	07780 916359
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Registered person	Risby 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?

Risby Pre-school opened in the 1970's. It operates from one room in the village hall, situated in Risby, Suffolk. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 until 12.00 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 31 children from three to under five years on roll. Of these, 30 children receive funding for nursery education. Children come from the wide catchment area. The pre-school currently supports a number of children with learning difficulties and disabilities.

The pre-school employs five staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted because the setting ensures that all resources and areas used by the children are clean and appropriate measures are taken when children are ill to help prevent the spread of infection. For example, the setting has a policy about the exclusion of children who are ill or infectious and a procedure to follow, which is sensitive to a child's needs, should they become ill whilst attending the setting. Children's medical needs can be attended to because staff are trained in first aid. All relevant documentation is in place and parents have given written consent for the seeking of any necessary emergency medical advice or treatment. A first aid box is available and situated in the playroom for easy access. However, should a child require a wound to be covered with a bandage, their health may be compromised because some of the dressings are out of date. Children learn the importance of personal hygiene through the daily routines, where they are encouraged to wash their hands regularly. Individual paper towels for them to dry their hands on help to reduce the spread of infection further.

Children benefit from nutritious snacks and drinks that are offered, which are essential for their well being. Snack time is a lovely social occasion where children sit together with staff, discussing areas of interest with them. Their independence and learning is fully promoted during this time, as they pour themselves drinks out of small jugs and help themselves to fresh fruit. Monitors are chosen to count and collect the correct amount of plates and cups for their table. Children's special dietary requirements are met, because staff have taken the time to discuss these with parents and list them for reference. Fresh drinking water is available throughout the session to ensure that children do not go thirsty.

Children's large physical development is promoted through a wide range of equipment that they can use in the large hall of the building. Here they have the opportunity to run around with agility and speed. They are able to negotiate pathways without bumping into one another and have great fun kicking and catching different sizes of balls. The small outside area allows for children to ride bikes where staff have planned activities that they can take part in such as a 'car wash', where they thoroughly enjoy washing down the bikes. Walks are taken in the local area, which helps to contribute to a healthy lifestyle and children have the opportunity to plant and grow living things in the setting's allotment. Children's eye-hand coordination skills are encouraged through activities such as threading and using small tools such as scissors, which they do with accuracy, cutting out shapes that they have drawn themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter the main play area that is well organised by staff, who work exceptionally hard prior to the session, to ensure that the room is warm and welcoming to them. Activities are arranged into different areas of learning which helps to promote children's development. Although the building is used by other settings, the pre-school has sole use of the play room whilst in operation and the close supervision of children by staff ensures their safety at all times. Children are able to rest in the book corner on large cushions, where they can often be

seen relaxing with an adult for a spontaneous storytime. The adjoining outside play area is safe and secure, being completely fenced and gated and has a soft play surface. Children are safely escorted to the bathroom area by staff, where they are able to use toilets and washing facilities easily because the setting has provided them with safety steps to allow them to use the facilities appropriately.

An appropriate and excellent range of safe, clean furniture, equipment and toys helps to create accessible and stimulating activities and play opportunities for children. These are appropriate for the ages and varying individual development needs of all the children attending. Children are able to use the tables and chairs competently because they are child size and safe, sufficient in quantity to allow groups of children to play and eat together.

Children play very safely because staff take positive steps to promote safety within the setting. They ensure that hazards to children on the premises, both inside and outside, are minimised. For example, risk assessments are taken, the kitchen area is inaccessible to children and the security of the building is exceptional. The outside door is kept locked and visitors to the building have to ring a bell and are asked for identification. The playroom door has a high handle and safety chain to ensure that children are unable to leave the premises unsupervised. Children are protected in the event of an emergency because the setting has a clearly defined evacuation procedure, which children take part in regularly and helps them to understand the importance of personal safety. The high staff ratios ensure that children are supervised at all times wherever they may be in the building or outside and this promotes their safety further.

Children can be protected if abuse or neglect is suspected because staff have a very good awareness of the procedures to be taken should they have concerns. They have undertaken training in safeguarding children and have access to local and national guidance for reference. A policy is in place, but does require some amendments, because although it includes a statement about adults, it is not clear what procedures the setting would take if an allegation was made against a member of staff and there are no telephone numbers included for local appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children relish their time at the setting, they arrive happily, separating from parents and carers with ease and quickly settle into the familiar routine. They make decisions about their play and learning as they freely choose from a wide variety of play opportunities. Children are involved in a broad range of activities which supports their language, mathematical thinking, using their imagination and developing social relationships. They are very well supported by kind and caring staff who have built positive relationships with children. Staff value children's contribution by listening and talking to them, developing their confidence and independence in a warm and secure environment. They encourage children to try new activities, praising them at many opportunities for small achievements, helping them to learn about what is right and wrong.

Nursery Education

The quality of teaching and learning is extremely good. Children make very good progress towards the early learning goals because teaching is of a high quality. Staff have a secure knowledge of the Foundation Stage and how children learn. They plan and provide a broad, balanced and purposeful curriculum which covers all areas of learning and have clear learning intentions. Assessments of children's progress are thorough and give a clear picture of their progress. However, staff do not use the information gained to help children move onto the next stage in their learning. Effective use is made of time and resources allowing children to build on their natural curiosity as learners. Staff provide a highly stimulating and welcoming environment that motivates children so that they are keen to learn.

Children are confident, competent learners. They are purposefully engaged throughout the session, sustaining interest for long periods of time at self-chosen activities. They are able to share and take turns, playing well with others or equally on their own. They are extremely well behaved, are kind and caring to children younger or less able than themselves and demonstrate very good manners. For example, they will excuse themselves if they wish to join in with a conversation or need to interrupt a member of staff. They are beginning to take responsibility for themselves by putting on their shoes and coats. Children communicate exceptionally well, often initiating conversations with adults. They listen attentively to visiting story tellers, joining in with words and actions. They are able to sound out letters, particularly when spelling their own names, which they are able to recognise. They put meanings to marks when using writing materials and are able to tell adults what they are doing. For example, when making many dots on the paper with a coloured pencil, it was explained that it was snowing.

Children's development in number work is very good. They are able to count to nine and beyond and know that 11 comes after 10. They are able to put numbers in sequence when using the magnetic board and tell staff that a one and a three side by side makes the number 13. The very good use of number in everyday situations, such as counting how many plates are required at snack time, reinforces children's ability to count. Children are able to use simple technology and move the 'mouse' when using the computer adeptly. They enjoy constructing using a variety of materials and will build with a purpose in mind, such as making tall towers with the building blocks. They take an avid interest, when the vicar comes to visit, in his stories about biblical times. Visits in the local community and to their allotment help children to learn about where they live and the natural world. Planned topics give them opportunities to begin to know about their own cultures and beliefs and those of other people. Children express themselves freely in art and craft where they have access to an extremely wide range of media and materials. They enjoy putting on their own choice of music on the disc player, singing and dancing in time to the music with great abandonment. They use their imagination, very well, when using small world play activities such as the train track. Explaining in detail to adults that 'it was raining and the people all rushed into the house and then it dried up and they came out again.'

Helping children make a positive contribution

The provision is good.

Children learn about equality through their play and learning. Staff ensure that the provision is carefully organised and monitored to ensure that all children have access to the full range of activities. For example, an equipment timetable is used so that children who attend on

different days have access to the same opportunities as their peers. Children are encouraged to respect one another through the positive attitudes that are displayed by the staff, who use appropriate language such as praise and encouraging children to be polite to one another. Children with special needs are cared for extremely well because staff have a secure knowledge and understanding of the individual needs of every child in their care. This is because they work closely with parents and outside agencies to organise the environment, planning activities to ensure that all children take part at a level appropriate to their needs. Children with disabilities are integrated very well into the setting, working alongside their peers and taking part in all the activities and play opportunities that are provided.

Children behave exceptionally well in the setting because they know what is expected of them. Staff give clear, consistent boundaries and children are consulted about simple rules that are adhered to during the session. For example, a list is displayed which reminds everyone that they use 'walking feet' and 'little voices' in the pre-school. Children know the routine of the session and respond positively to staff when asked to help to tidy up or wash hands for snack time. Good behaviour is valued and encouraged through the use of praise and the very positive language that staff use when talking to children. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is very good. Children's well-being and learning is promoted through the close working relationships that are built between staff and parents. They are encouraged to become involved in their child's learning in meaningful ways through helping out on the parent rota or using their skills to lead an activity. Parents are given good quality information about the setting, particularly the educational programme and good use is made of newsletters and parents evenings which provide appropriate information on the activities that their children are taking part in. Parents comment about how much they enjoy being a part of the group, that staff are very approachable and know their children extremely well, which ensures that their child's needs are met in accordance with their wishes.

Organisation

The organisation is good.

Children's welfare and learning is enhanced because the organisation of the setting is effective and staff have appropriate skills, experience and qualifications. The registered person is aware that all persons working with children need to be suitable to do so, by ensuring that all staff have been vetted. However, there is no clear information about the recruitment of staff. Systems are in place for the registering of children and staff on a sessional basis but does not show hours of attendance, which impacts on children's safety and puts them at risk should the building need to be evacuated, particularly at the end of the session when it is uncertain which children have been collected.

All relevant documentation is in place and the setting has a working set of policies and procedures that are in the process of being reviewed and amended, which underpins the successful management of the setting and has a positive impact on the care the children receive. Overall, children's needs are met.

The leadership and management of the setting is good. Staff work very well as a team and are clear about their roles and responsibilities. Self evaluation of the setting helps staff to identify strengths and areas for improvement, which have been addressed from previous inspections. Staff are committed to the nursery and effectively promote an inclusive environment in which every child matters.

Improvements since the last inspection

At the last care inspection the provider was asked to develop knowledge and understanding of health and safety regulations and implement procedures to ensure that all staff are kept up to date with current requirements; to consider ways in which the children could be given more opportunities to select toys and activities for themselves and to implement an induction programme for new staff.

At the last nursery education inspection the provider was asked to extend the current assessment system to show more clearly children's attainment in relation to the early learning goals and to use this information to help plan new activities matched to the children's needs and introduce more formal arrangements for consultation meetings with parents to talk about their child's progress.

The setting has made good improvements. Children's health and safety has been improved because this is seen as a priority in the setting, staff have now developed more knowledge and understanding of health and safety regulations and are able to implement them as they use the procedures as a source of reference. Children's learning and independence has been enhanced through the provision of low storage where they can select toys and activities for themselves. Policies and procedures are in the process of being reviewed and amended by the registered person and staff which has a more positive impact on the care children receive.

Children's learning has been enhanced by improving the assessment system which shows clearly their attainment in relation to the early learning goals and arrangements that are in place for the sharing of children's progress with parents on a regular basis, through parents evenings.

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 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):

- put into place a system for checking the contents of the first aid box and replacing as necessary
- continue to improve policies and procedures, paying particular attention to the procedure for the registering of children and staff on a sessional basis, to show times of attendance, the safeguarding of children and the recruitment of staff policies.

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 recording of children's progress by including the next steps of 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